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ABSTRACT

A methodology was developed to assess the impact of the priority requirements of the Health Professions Education Assistance Act (P.L. 94-484), Sections 748 and 749 on admissions, enrollment, and related organizational processes of the programs in health administration and schools of public health receiving support. Information on 21 schools of public health and 25 programs of health administration that received formula traineeship grants were utilized, and the evaluation was designed to test the effects of the priority requirements and traineeship monies on student characteristics and first postgraduate employment. The study design was based upon the utilization of data collected through secondary sources. To develop project outcomes, traineeships who satisfied priority requirements were compared to those who did not. The evaluation plan is described as follows: the methodology and approach for acquisition, compilation, and analysis of information; plan for implementation of acquisition mechanism; and plan for followup of study graduates. The following components are examined: the award/academic years of the study, study programs and schools, experimental and control groups and rationale for their development, project variables, and analysis design. The data collection instruments and the compilation of data from the instruments and on-site visits to schools are examined, along with quantitative and qualitative data analysis approaches. The plan for the followup study of graduates is designed to identify their first postgraduate job settings and functional responsibilities. The data collection and survey instruments and instructions are appended. (SW)

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DESIGN INFORMATION ACQUISITION METHODS REGARDING 748 AND 749 (P.L. 94-484) ELIGIBILITY REQUIREMENTS

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During
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Preface

The following document is the result of a collaborative effort of the Association of University Programs in Health Administration (AUPHA) and the Association of Schools of Public Health (ASPH). The project was sponsored by the Division of Associated Health Professions, HRA, DHHS. Project staff includes Marcia S. Lane, Project Director; Mary Lou Licwinko, Associate Project Director; and Steven M. Sundre, Ph.D., Vice President of AUPHA. In addition, Donna English, the Project Officer, provided guidance and assistance throughout the course of the project.

The project staff would like to gratefully acknowledge the contributions of the project consultants: Thomas C. Dolan, Ph.D., Chairman of the Department of Hospital and Health Care Administration, Saint Louis University; R. Hopkins Holmberg, Director, Health Management Programs, Boston University; and Gerald St. Denis, Ph.D., Associate Dean, Graduate School of Public Health, University of Pittsburgh.

Abstract

Sections 748 and 749 of the Public Health Service Act authorize the distribution of traineeship grants to accredited schools of public health and graduate programs in health administration. Schools and programs that apply for these grants are required to make assurances that a major portion of traineeship funds will go to students who have previously received a postbaccalaureate degree or have three years work experience in the health field. The primary purpose of the project discussed in this document is to develop a plan for testing the effects of these requirements on characteristics of students receiving traineeships and on the types of first postgraduate employment these students secure. A secondary purpose of the project is to recommend a plan for examining the effect of traineeship grants on policy issues as viewed by recipient schools and programs.

The plan proposed in this document for carrying out this evaluation is composed of the following three sections:

1) The methodology and approach for acquisition, compilation and analysis of information.

2) Plan for implementation of acquisition mechanism.

3) Plan for follow-up of study graduates.

This report represents the initial design phase of a possible two phase project. The possible second phase of this study would be concerned with the actual implementation of the methodology discussed in this text.

I. BACKGROUND AND PURPOSE

The Milbank Memorial Fund established the Commission for the Study of Higher Education in Public Health in 1972 in an attempt to address the need for changes in education for public health professionals as necessitated by the expanded scope of public health problems in this country. The Commission examined the status of public health schools and all programs of higher education for public health in the United States, making several recommendations regarding manpower supply and demand, curriculum organization and priorities and program organizational issues. The Commission's report was published in 1976 as Higher Education for Public Health (New York: Milbank Memorial Fund, 218 pages) and was widely disseminated.

As a general approach, the Commission recommended that schools of public health and other programs of higher education for public health concentrate on specific limited goals, one of which was the preparation of individuals for executive and leadership positions in public health settings. The Commission suggested that public health education resources could best be utilized for this purpose if they were targeted at individuals who, by previous relevant experience or advanced educational preparation, possessed a sophisticated knowledge base which could be focused on public health priorities. The Commission noted:

> . . . that a graduate degree in a field relevant to public health is usually an excellent preparation for the education to be provided by a school of public health. People who have graduate degrees in one of the biologic sciences, or in sociology or economics, possess a substantial amount of relevant background information related to the

knowledge base, and this is true, too, for those with field experience in a public health program. For many years it has been widely recognized that experience provides a familiarity with the field, which is a reasonably adequate substitute for prior degrees in that it acquaints one with the language and methods of public health. (page 112)

To provide for such executive or leadership talent, the Commission suggested that schools change their admission requirements, specifically recommending that:

> Schools of public health should require that before admission to their program of training for executives and leadership functions students should have either:
> (1) A professional degree in one of the health professions.
> (2) A graduate degree in a field relevant to public health.
> (3) A minimum of three years experience in a public health program.
> Entering students should have an adequate knowledge of the biologic basis of health problems and the basic concepts of social and behavioral sciences so that they can understand the background of the economic, social and political aspects of public health, or schools should plan for, and ensure that, necessary compensatory courses are provided early in the student's educational program. (Recommendation Number Eight, page 113)

In 1976 Congress enacted the Health Professions Education Assistance Act (P.L. 94-484) which authorized the award of traineeship grants under Sections 748 and 749 to accredited schools of public health and other graduate programs in health administration, hospital administration, or health policy analysis and planning. Included in Sections 748 and 749 was the stipulation that a specified percentage of traineeship recipients at each school or program would meet priority requirements which closely paralleled recommendations made by the Commission by requiring that for Public Health Traineeships:

> . . . each applicant shall assure to the satisfaction of the

Secretary that at least the percent specified in paragraph (4) (45% in 1978, 55% in 1979, and 65% in 1980) of the funds received under this section shall go to individuals who:

(A) (i) have previously received a postbaccalaureate degree, or (ii) have three years of work experience in health services. . . (P.L. 94-484, Section 748, Public Health Traineeships)

and for Traineeships for Students in Other Graduate Programs:

> . . . each applicant shall assure to the satisfaction of the Secretary that at least 80 percent of the funds received under this section shall go to individuals who (A) have previously received a postbaccalaureate degree, or (B) have three years of work experience in health services. . . (P.L. 94-484, Section 749, Traineeships for Students in Other Graduate Programs)

In addition to the stipulation that a major portion of traineeship funds under Section 748 go to students with three years work experience in the health field or a previous postbaccalaureate degree, schools of public health were required to make further assurances that this specified percentage of students was pursuing graduate degrees in one of the following disciplines:

(1) biostatistics or epidemiology;

(2) health administration, health planning, or health policy analysis and planning;

(3) environmental or occupational health;

(4) dietetics or nutrition;

(5) maternal and child health; or

(6) approved residency training program in preventive medicine or dentistry.

Traineeship funds were distributed to schools and programs in direct proportion to the number of full-time students plus part-time students (converted to full-time equivalents) enrolled in the previous year.

Twenty-one schools of public health and twenty-five graduate programs in health administration and other disciplines have received formula traineeship grants under these general eligibility criteria.

Students enrolled in public health or health administration graduate curricula between 1978 and 1981 have benefited from traineeship support under P.L. 94-484. Academic programs enrolling such students have had sufficient time and experience with the formula grant mechanism and attending eligibility criteria, academic performance of traineeship students, career interests, employment opportunities and job placement incentives so that evaluation of the impact of traineeship support may be validly undertaken. In this regard, the Association of University Programs in Health Administration and the Association of Schools of Public Health were jointly awarded a contract to develop the mechanism for evaluating the effects of the priority requirements under Sections 748 and 749 of the Public Health Service Act on selected student and program characteristics.

II. MECHANISM FOR INFORMATION ACQUISITION, COMPILATION AND ANALYSIS

The mechanisms for evaluating the impact of the requirements that a major percentage of traineeship funds be distributed to students with a previous postbaccalaureate degree or three years health related work experience has been developed in this contract in the following three stages:

1) The methodology and approach for acquisition, compilation and analysis of information;
2) Plan for implementation of information acquisition mechanism and;
3) Plan for follow-up study of graduates.

Information will be utilized for the 21 schools of public health and 25 programs of health administration that have received formula traineeship grants under Sections 748 and 749. An evaluation strategy has been designed to test the effects of the priority requirements and traineeship monies on: admission requirements and enrollment relative to minorities, women and practicing professionals; overall character of the student body; academic performance; first post graduate job setting and level of responsibility.

The proposed study discussed in this document is designed to utilize secondary sources of data only. These sources include the AUPHA Data Bank and the ASPH Data Center. Data obtained from the data collection procedures outlined in this report can be made available through the AUPHA Data Bank and ASPH Data Center under their usual rules for access for purposes of implementing this proposed study.

A. Methodology for Acquisition, Compilation and Analysis of Information

The methodology and approach for acquisition, compilation and analysis of data is described in the following section. Included are: (1) discussion of the award/academic years covered by the study, (2) description of study programs and schools, (3) delineation of the study and control groups and rationale for their development, (4) designation of project variables, and (5) specification of the analysis design.

1. Study Years

Congress enacted the legislation providing for traineeships under Sections 748 and 749 in October of 1976. Grants were initially awarded to schools of public health and programs in health administration in FY 1978 which ended September 30, 1978. Traineeships from this first year's appropriation were distributed to students during the project/budget period which ran from July 1, 1978 to June 30, 1979 coinciding with the 1978-79 academic year. The second fiscal year ended in September 1979 and provided funds for the 1979-80 academic year (project/budget period July 1, 1979 to June 30, 1980); and the third year of funding was appropriated for the fiscal year ending in 1980. An extension of the programs for a fourth year was included in a continuing resolution passed by Congress in December 1980; the fourth year of funding, 1981-82, is not the subject of this study.

This study will include the three specified project/budget years that traineeship grants were awarded under Sections 748 and 749 of the Public Health Service Act. Trainees will be enumerated by the project year or years during which they were awarded funds.

2. Schools and Programs in Study

Although 748 funds were available to specified programs other than schools of public health on a competitive basis, this particular project is concerned only with traineeship grants awarded under 748 and 749 on a formula basis. As discussed in the background section of this report, the distribution of funds to training programs was based on a formula which took into account the number of eligible full-time and part-time students enrolled in the previous year.

In FY 1978, the then twenty accredited schools of public health were awarded traineeship grants. In FY 1979 and 1980, there were twenty-one accredited schools, each receiving traineeship funds. The Bureau of Health Professions awarded grants under 749 to twenty-one accredited graduate programs in health administration in FY 1978 and to twenty-five accredited programs in FY 1979 and FY 1980. The study design will include all forty-six schools and programs for the purpose of assessing the effects of the traineeship priority requirements. Schools and programs receiving traineeship grants are listed in Tables 1 and 2 by years grants were awarded.

3. Study Groups

As discussed previously, the charge of this study is to provide a methodology to test the consequences of the traineeship priority requirements mandated by Congress under 748 and 749. In this regard, the study must necessarily consider two distinct groups. One group is comprised of students who met the priority requirements and received

Table 1

Schools of Public Health Receiving Traineeship Grants
Under Section 748 of the Public Health Service Act

	FY78 Budget/Project Period 07/1/78-06/30/79	FY79 Budget/Project Period 07/1/79-06/30/80	FY80 Budget/Project Period 07/1/80-06/30/81
1. University of Alabama	-	X	X
2. University of California-Berkeley	X	X	X
3. University of California-Los Angeles	X	X	X
4. Columbia University	X	X	X
5. Harvard University	X	X	X
6. University of Hawaii	X	X	X
7. University of Illinois	X	X	X
8. Johns Hopkins University	X	X	X
9. Loma Linda University	X	X	X
10. University of Massachusetts	X	X	X
11. University of Michigan	X	X	X
12. University of Minnesota	X	X	X
13. University of North Carolina	X	X	X
14. University of Oklahoma	X	X	X
15. University of Pittsburgh	X	X	X
16. University of Puerto Rico	X	X	X
17. University of South Carolina	X	X	X
18. University of Texas	X	X	X
19. Tulane University	X	X	X
20. University of Washington	X	X	X
21. Yale University	X	X	X

Table 2

Health Administration Programs Receiving
Traineeship Grants Under Section 749
of the Public Health Service Act

	FY78 Budget/Project Period 07/1/78-06/30/79	FY79 Budget/Project Period 07/1/79-06/30/80	FY80 Budget/Project Period 07/1/81-06/30/81
1. University of Alabama	X	X	X
2. Arizona State University	-	X	X
3. Boston University	X	X	X
4. University of Chicago	X	X	X
5. City University of New York	-	X	X
6. University of Colorado	X	X	X
7. Cornell University	X	X	X
8. Duke University	X	X	X
9. George Washington University	X	X	X
10. Georgia State University	-	X	X
11. Governors State University	X	X	X
12. University of Iowa	X	X	X
13. University of Missouri-Columbia	X	X	X
14. Northwestern University	X	X	X
15. Ohio State University	X	X	X
16. Pennsylvania State University	-	X	X
17. University of Pennsylvania	X	X	X
18. Saint Louis University	X	X	X
19. Temple University	X	X	X
20. Trinity University	X	X	X
21. Virginia Commonwealth University	X	X	X
22. Washington University	X	X	X
23. University of Washington-Seattle	X	X	X
24. University of Wisconsin-Madison	X	X	X
25. Xavier University	X	X	X

traineeships under Section 748. The other group is comprised of trainees who met the priority requirements under 749. The need to treat 748 and 749 trainees separately centers on the legislated differences in the percentage of funds schools and programs must distribute to students with health related experience or previous postbaccalaureate degrees. Any effects that these differences might have on project outcomes can be accounted for through the use of two study groups.

To summarize, the study groups will consist of the following:

Study Group 1: Students who met the priority requirements and received traineeships under Section 748 of the Public Health Service Act.

Study Group 2: Students who met the priority requirements and received traineeships under Section 749 of the Public Health Service Act.

4. Control Groups

The project research design includes provisions for control groups corresponding to each of the study groups described above to test the effects of the priority requirements. The control groups will consist of students who received traineeships but were not bound by the priority requirements in terms of three years previous health related work experience or previous postbaccalaureate degree. Section 748 of Public Health Service Act required schools of public health to provide written assurance that a minimum of 45% in FY 1978, 55% in FY 1979 and 65% in FY 1980 of grant funds would be awarded to individuals who met these

priority requirements. Section 749 required assurances from health administration programs that at least 80% of grant funds awarded in FY 1978, FY 1979 and FY 1980 would be distributed to individuals who met the requirements. As a result of this stipulation in the law, the control group which will accompany the Section 748 study group will consist of trainees who (a) did not meet the priority requirements and (b) received no more than 55% of grant funds awarded in FY 1978, 45% in FY 1979 and 35% in FY 1980. The control group accompanying the 749 study group will be comprised of trainees who (a) did not meet the priority requirements and (b) received no more than 20% of the traineeship funds awarded in FY 1978, FY 1979 and FY 1980.

Originally, AUPHA and ASPH proposed the use of two types of control groups consisting of (1) students receiving traineeships, but not meeting the priority requirements and (2) students not receiving traineeships. Further examination of project objectives led to the decision to incorporate only one type of control group into the study design. The rationale for including a single control group is based on the fact that the priority requirements have direct application only to students receiving traineeships and not to the entire student body. Therefore, for purposes of testing the effects of these requirements, the study will use as its control trainees who did not meet the priority requirements. To complement this analysis, baseline data sets on the entire student population are integrated into the study design to assure overall comparisons with the trainee group on study variables. This dual approach accomplishes contract objectives as it provides for: (1) the evaluation of priority requirement effects within groups to which

they apply (trainees meeting and not bound by these requirements), and (2) the comparison of trainee characteristics with those of the overall student body.

5. Variables

Variables for the proposed study include measures of demographic and other characteristics of students, academic success and employment success after graduation. Specifically, the methodology is designed to examine the following variables relative to the study groups, control groups and overall student population of study schools and programs:

- Age
- Sex
- Race/ethnic background
- Masters/doctoral students
- Part-time/full-time students
- Academic performance
- Discipline of students in schools of public health
- Students entering directly from baccalaureate programs
- Previous postbaccalaureate degrees
- Students with three years work experience in health field
- First post graduate job setting
- Functional level of responsibility at first post graduate job setting
- Gross annual salary of first post graduate job

While the methods of measurement for the majority of study variables

are self explanatory, the following variables require further elaboration relative to how they will be measured:

Race/Ethnic background - Race/ethnic background is categorized as:

Asian/Pacific Islander

Black, not of Hispanic Origin

White, not of Hispanic Origin

Hispanic

American Indian/Alaskan Native

Other

Part-time/full-time students - Full-time status is defined as nine credit hours or more per term.

Academic performance - Academic performance is measured by the academic attrition rate of pertinent groups. Initially, consideration was given to using grade point average (G.P.A.) as the measure of academic performance. The use of this measurement was determined to be problematic for several reasons. One reason is that there is not much variability in grades assigned to students within individual graduate schools or programs. In most schools, students who do not maintain the minimum required G.P.A. leave the program. Additionally, the actual grading scale and the minimum G.P.A. required for graduation varies from school to school and program to program, thereby reducing the ability to make meaningful comparisons across study schools and programs.

Another major problem in using G.P.A. as the measure of academic performance is the difficulty in compiling the data at the school and

program level. The program directors and associate dean who were consulted over the course of the project concluded that computing and recording grade point average for all the groups of interest would be an awesome task and would discourage many schools and programs from participating in the data collection effort. This coupled with the fact that there is no evidence to suggest that G.P.A. has any relationship to a student's success or failure in eventually securing employment does not render G.P.A. as a particularly useful measurement of academic performance. It was concluded that a more useful measurement is the academic attrition rate for the study, control and overall population. Although academic attrition rate is a gross measure, it does provide comparability across study schools and programs and is significant in terms of ability to secure postgraduate employment in the health field.

Functional responsibilities at first post graduate job - Functional level of responsibility is categorized by job title and reported primary area of responsibility.

6. Analysis Design

The proposed methodology incorporates a multi-level approach to analysis of the data obtained from secondary sources for this project. Analysis of quantitative data serves to test the effects of both the priority requirements and traineeship monies on selected student and program characteristics. The first level of analysis is designed to determine the effects of the priority requirements relative to selected

study variables using data for the study and control groups. As a complement to this analysis, aggregated trend data contained in the AUPHA and ASPH data bases can be utilized to compare characteristics of the overall student population of study schools and programs with characteristics of students receiving traineeships.

In addition to this quantitative approach to the analysis design, the proposed methodology allows for a qualitative study of policy issues and operational factors related to the distribution of traineeship awards. Administrators of study schools and programs will be asked to address the effects of priority requirements and traineeship monies from a programmatic perspective. Specifically, this section of the project will be concerned with the following programmatic areas:

- School and program policies for the recruitment of students
- School and program policies for the admission of students
- Number and types of students matriculating and graduating
- Administrative policies for the distribution of traineeship awards

This qualitative portion will be carried out by means of an open-ended questionnaire to be sent to all study schools and programs and on-site interviews with a selected number of deans of schools of public health and directors of health administration programs. A discussion of how the survey and site visits will be accomplished is included in the data acquisition and qualitative data analysis segments of this section, and in Section III of this report.

Analysis of Quantitative Data. In order to test the effects of the

priority requirements of Sections 748 and 749 and to render comparisons with overall student body characteristics, the following section details analysis plans for project data:

Goal #1 - Determine effects of traineeship priority requirements relative to selected variables.

Objective 1.1 - Describe overall characteristics of students in study (Sections 748 and 749) and control groups.

Analysis of 1.1 - Perform cross tabulations using age, sex, race/ethnic background, part-time/full-time variables, discipline elected and masters or doctoral level.

Objective 1.2 - Determine if study and control groups differ significantly in numbers of minorities and women admitted and enrolled in study schools and programs.

Analysis of 1.2 - Conduct comparative analysis of distribution by sex and race/ethnic background of study and control groups.

Objective 1.3 - Determine how trainees in study group perform academically in relation to trainees in control group.

Analysis of 1.3 - Perform comparative analysis of attrition rates of students in study and control groups.

Objective 1.4 - Examine whether experience requirements provide a bias toward career conversion of professionals from unrelated fields into health field.

Analysis of 1.4 - Enumerate the disciplines of postgraduate degrees held by trainees in study groups.

Goal #2 - Determine effects of traineeship awards in relation to selected study variables.

Objective 2.1 - Describe characteristics of traineeship population and overall student population of study schools and programs.

Analysis of 2.1 - Perform cross tabulations using following variables: age, sex, race/ethnic background, part-time/full-time status, discipline elected and masters or doctoral level.

Objective 2.2 - Determine whether trainee population and overall student population differ significantly in numbers of women, minorities and students entering directly from baccalaureate programs admitted and enrolled in study schools and programs.

Analysis of 2.2 - Perform comparative analysis of distribution of students by sex, race/ethnic background and whether or not entered directly from undergraduate program.

Objective 2.3 - Determine if traineeship population and overall student population differ significantly in terms of numbers of practicing professionals.

Analysis of 2.3 - Conduct comparative analysis of distribution of students with three years work experience in the health field.

Objective 2.4 - Determine if significant differences exist in number of students with previous postbaccalaureate degrees in trainee population and overall student population.

Analysis of 2.4 - Perform comparative analysis of distribution of students with previous postbaccalaureate degrees.

Objective 2.5 - Examine how trainees performed academically in relation to overall student population.

Analysis of 2.5 - Perform comparative analysis of academic attrition rates.

Analysis of Qualitative Data. The primary purpose of this project is to test the effects of the Congressionally mandated requirements for the distribution by schools and programs of traineeship funds. A secondary purpose of the study is to examine the effects of the distribution of traineeship grant monies on policy issues and operational factors as they affect the schools and programs. The approach to fulfilling the primary and secondary purposes of the contract includes the use of not only quantifiable data but qualitative data as well. The previous section discusses the approach to the analysis of the quantifiable data. This section will discuss the approach to the analysis of the qualitative data collected by means of the open-ended questionnaire (see Appendix A, Form 8). The analysis of the qualitative data will include the following:

- Examination of recruitment activities to determine if traineeships are utilized for recruitment purposes. If funds are used for recruitment, the kinds of students a program or school is most interested in attracting (e.g., minorities, practicing professionals) will be assessed. Also, if funds are not used for recruitment, reasons why schools or programs do not utilize awards in this fashion will be specified.

- Examination of the effects of availability of traineeship monies and priority requirements on the number and characteristics (e.g., women, minorities) of students school or program admits. Discussion of possible impact of legislative restrictions on use of monies on student admissions policy toward women, minorities, practicing professionals and other types of students will be included.

- Determination of how traineeship awards impact upon numbers and types of students who enroll in and graduate from various schools and programs and impact upon enrollment in various disciplines within schools of public health.

- Categorization of school or program policy for distribution of traineeship awards relative to such factors as financial need, academic performance, specified student characteristics, and others.

- Discussion of possible displacement effects traineeship monies have on other forms of financial aid available to school or program. Also to be discussed are ways in which traineeship funds are used interchangeably with other forms of financial aid.

- Analysis of policy differences in distribution of traineeships in terms of number and size of awards distributed by the various departments in schools of public health and programs of health administration.

The qualitative data from the open-ended questionnaire will be categorized and analyzed according to the areas outlined above and a discussion of the findings will be developed. Upon completion of this process, a sample of four programs in health administration and five schools of public health will be selected for further study. These programs and schools will be chosen to be representative in terms of student and institutional characteristics of all study programs and schools and to reflect as closely as possible the range of responses supplied by all programs and schools. Site-visits will be made to interview administrators responsible for awarding traineeships regarding areas of interest and importance as identified by the open-ended questionnaire. When the site-visits are completed, a report will be prepared summarizing the approach to distributing traineeship funds for each of the schools and programs that participated in the site-visit. These reports will focus upon the basic areas that were specified in the open-ended questionnaire but will provide a greater level of detail on policies and factors of particular relevance to project outcomes.

B. Approach to Data Acquisition

ASPH and AUPHA carry out data collection activities relative to trends and characteristics of students and programs/schools on an annual basis. Each of these associations maintains a uniquely cooperative relationship with member programs and schools which has allowed for the development of an extensive association data base. Information supplied by these data bases can serve to supply a major portion of data required to carry out this project. The following section will discuss the survey instruments presently utilized for collecting data relevant to

this segment of the study for the AUPHA data bank and ASPH data center. Also detailed in this section will be the means for collecting supplemental study data which can be incorporated into the existing data bases. The Plan for Follow-up Study of Graduates, Section IV of this report, will identify and examine other AUPHA and ASPH surveys which deal specifically with school and program graduates. These data collection activities constitute the compilation of information outside of the contract scope of work and will therefore be accomplished without contract funding. Use of these data as secondary sources of information is therefore possible in the actual implementation of this contract.

AUPHA Data Base. The monitoring of trends and characteristics of health administration programs and students has been among the primary tasks of AUPHA's Office of Research and Student Affairs as well as other offices of the Association. Data collection efforts are carried out on an annual and biennial basis through the completion of surveys by program directors and periodically through other purpose specific surveys of varying aspects of health administration education. AUPHA's data-related efforts are monitored by one of its standing committees, the Committee on Institutional Research.

Since the mid 1970s AUPHA has collected data on its member graduate programs by means of an annual survey. The latest of these surveys to have been administered appears as Form 1 in Appendix A of this report. The AUPHA graduate program survey collects aggregate program data on areas such as enrollment (including full-time/part-time, sex and race/ethnic background), attrition and financial aid. Programs that have responded to this survey include all study programs receiving funds

under Section 749 of the Public Health Service Act. Since this survey is conducted annually, survey data is available for each of the three years included in the study.

ASPH Data Center. The ASPH Data Center serves as a central point for the aggregation of schools of public health data. Data is available through the Center for various programmatic aspects of schools of public health including applicants, new students, total students, graduates, faculty, expenditures and research activities. Because of the technical nature of data projects, an Advisory Committee aids in the policy planning and decision making that affects the Data Center.

Of the surveys which ASPH administers, the one that is of particular relevance to this part of the traineeship priority requirements study is the "Student Statistical Form" which was administered in academic years 1978-79 and 1979-80, (shown as Form 2 in Appendix A). The student statistical form is administered by the schools of public health to individual students; the forms are then turned over to the ASPH Data Center for processing. In 1978-79 the overall response rate to this questionnaire was 92%, in 1979-80 it was 90% although the response rate for a few schools was significantly lower.

ASPH is presently collecting data for the 1980-81 academic year by means of an updated version of the questionnaire administered in previous years. The current survey instrument is Form 3 in Appendix A. The updated survey instrument is slightly shorter than the previous form but for purposes of this project there is total compatibility between the two versions of the survey.

"Statement of Appointment of Trainee." The two sources of data discussed previously are collected by each association on a regular basis. The ASPH student statistical form can be used to supply the major portion of the data on trainees and overall student population. Data from the AUPHA data base does not, however, provide the specific information on trainees needed to arrive at project outcomes. For this reason it was necessary to look for a means to collect data to supplement the AUPHA data base which would be relatively easy to secure from participating programs and which would be compatible with current data collection compilation methods. This can be accomplished through the use of a document entitled "Statement of Appointment of Trainee" (Form 4, Appendix A). The "Statement" is a form which schools and programs are required to complete for each student receiving a traineeship under Sections 748 or 749.

The Health Resources Administration (HRA) stipulated that forms completed for students receiving funds in project year 1978-79 were to be submitted to the Division of Associated Health Professions and kept on file there, although most schools and programs kept copies for their own files. In the subsequent two years that the grants were awarded, the regulation was changed and schools and programs are now required to keep copies of this or comparable forms on file at their own institution. Because of this requirement, the "Statement of Appointment of Trainee" provides a convenient vehicle for collecting data on trainees. Programs will be asked to submit copies of these forms, with name, social security number and mailing address removed for all students receiving traineeships during the study years. In addition,

both schools and programs would be asked to submit a list of names of trainees graduating in 1981 who did and did not satisfy the priority requirements. The list of names will be used to link trainees (for purposes of the follow-up study of graduates) with the other data contained in the AUPHA and ASPH data bases.

Addendum to "Statement of Appointment of Trainee." The "Statement of Appointment of Trainee" provides information on trainees sex, age, previous degrees received, employment history and the number of trainees who met the priority requirements. It does not, however, provide information on race/ethnic background, part-time/full-time status of the student and whether or not the student graduated. In order to obtain this additional information, we have developed a short form called "Addendum to Statement of Appointment of Trainee." Programs will be asked to complete and attach a copy of this "Addendum" to each of the "Statement of Appointment of Trainees" form. (See Form 5, Appendix A)

School and Program Aggregate Data Form. The plan for the analysis of school and program data requires that additional aggregate data on student characteristics not presently contained in the AUPHA Data Bank or ASPH Data Center be collected. These data will be collected by means of two forms: one designed for the health administration programs, "Health Administration Program Aggregate Data Form," and the other designed for schools of public health, "School of Public Health Aggregate Data Form."

The program aggregate data form will collect information to be used with the data presently collected by means of the AUPHA "Program

Survey." This data form will be used to collect supplemental baseline data on a sample of students entering programs in health administration in the fall of 1978, 1979 and 1980. Information will be gathered on full and part-time status, academic attrition rate, average age of students, the number entering directly from baccalaureate programs, the number with previous postbaccalaureate degrees and the number with three years health-related work experience. A copy of this data form is included in Appendix A, as Form 6. These data collection activities will be merged with AUPHA's ongoing system for collection of data on characteristics of health administration education by the addition of a special section on Public Health Traineeships.

The second form, "School of Public Health Aggregate Data Form" (see Form 7, Appendix A) is designed to collect data on trainee and overall student attrition rates for the study years. Other pertinent data on trainees and the overall student population is contained in the ASPH Data Center and will be aggregated from the "ASPH Student Statistical Form." The production and administration of the aggregate data survey will be merged with ASPH routine data collection procedures.

"Survey of Policy Issues and Operational Factors Related to Traineeship Awards." As discussed in the methodology section of this document, a study will be undertaken of policy issues and operational factors related to the distribution of traineeship awards. This segment of the project will use a qualitative approach to obtain a programmatic perspective on the effects of priority requirements and traineeship awards which are difficult to measure using a strictly quantitative approach. These areas include the effects of priority requirements and

traineeship monies on program/school policies relating to recruitment, admissions, matriculation and graduation of students in general, as well as minorities, women, students entering from baccalaureate programs and practicing professionals in particular.

The method for acquiring this qualitative information will be carried out by a two step process. The initial step will consist of administering a list of open-ended questions to all study schools and programs. These questions will address policy issues and operational factors relative to the distribution of traineeship awards. Form 8, Appendix A, "Survey of Policy Issues and Operational Factors Related to Traineeship Awards," lists the questions which will be utilized to gather this qualitative information. The administration of this survey will coincide with the respective AUPHA and ASPH routine data collection activities as part of data reporting.

The second step of the process will consist of visiting a selected sample of schools and programs and interviewing representatives knowledgeable about the administration of traineeship awards. The study schools and programs to participate in the site-visits will be selected based on their response to the initial questionnaire, and will be chosen to reflect the range of responses given on this questionnaire. The one-day on-site visits will be carefully structured to examine in greater detail areas identified on the initial questionnaire as being of particular interest and relevance from the programmatic point of view.

"Public Health Traineeship Grant Applications." Schools of public health and programs in health administration submit applications for

traineeship grants to the Health Resources Administration. As part of the application process schools and programs are required to report the average size of traineeship awards for priority and non-priority groups for the previous year. These grant applications will be used as a source of data to supplement data on size of traineeship awards gathered by means of the "Survey of Policy Issues and Operational Factors Related to Traineesip Awards."

C. Approach to Data Compilation.

The ASPH student surveys, the "Statement of Appointment of Trainee" and "Addendum" are the only instruments that require computer processing. Data for the ASPH student survey are gathered and compiled independently of this project and stored in the ASPH Data Center[1]. For this reason, compilation of this survey data will not be discussed here. The "Statement of Appointment of Trainee" and "Addendum" will be the subject of the data processing procedure.

As the "Statement" and "Addendum" are received they will be reviewed for obvious errors and omissions. Forms will then be coded onto coding sheets. From the coding sheets data will be keypunched onto cards; the cards will then undergo validation procedures. Suspected errors will be compared with raw data for clarification and incorrectly coded forms will be corrected. Data will then be checked for logical sequence and edited as necessary. A graphic presentation of this process is

1 For a detailed discussion of data compilation procedures for ASPH student survey see Activities of U.S. Schools of Public Health 1974-1979, Final Report, Contract No. HRA231-77-0007, Association of Schools of Public Health.

presented in Exhibit I. A more detailed plan for the data compilation associated with this study will be included in the Plan for Implementation (Section III) as specified in the contract scope of work.

The instruments for collecting quantifiable data that do not require computer processing include the AUPHA "Program Survey," the "Health Administration Program Aggregate Data Form," and the "School of Public Health Aggregate Date Form." Data from the AUPHA "Program Survey" is compiled and made available through the AUPHA Data Bank. Compilation of data supplied by the Program and School Aggregate Date forms will be done manually.

Data Compilation Procedure

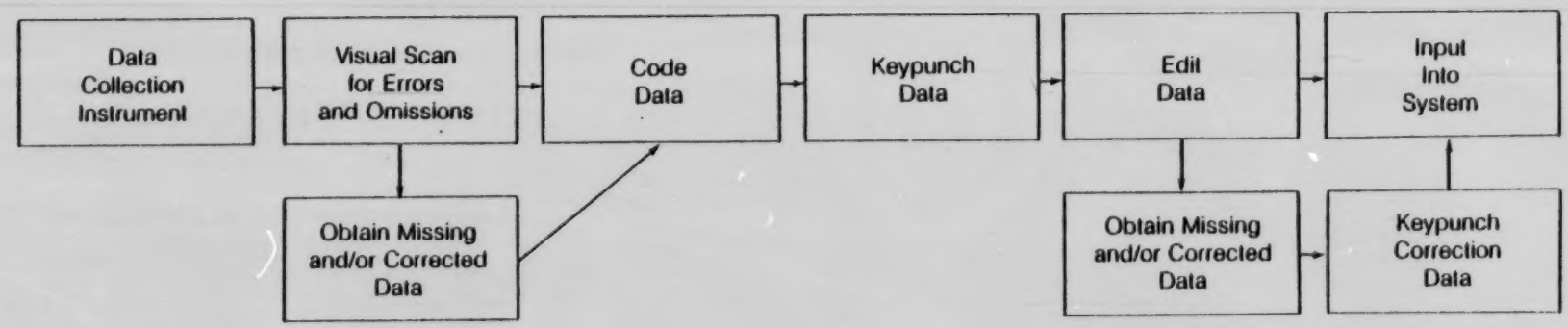

Exhibit 1

III. PLAN FOR IMPLEMENTATION OF APPROACH TO ACQUISITION, COMPILATION AND ANALYSIS OF INFORMATION

This section will focus on how the approach to the data acquisition, compilation and analysis will be implemented relative to obtaining, compiling, analyzing and reporting study data. It should be noted at the beginning of this section that the success of the actual project implementation will depend largely upon the willingness of schools and programs to participate in the study. As discussed in the previous section, the approach to the acquisition of data was designed to collect the required study information while placing as little burden as possible on participating schools and programs. This is accomplished by relying upon existing data sources whenever possible and the development of relatively simple methods for collecting additional data.

Although all data to be used in the study will be secondary source data, the contract requires that a discussion of how the data will be acquired be included in this proposed study design. Thus the implementation of the approach for acquiring data is delineated below.

A. Implementation of Approach to Data Acquisition

Much of the data required to carry out this study will be collected prior to this project. This includes the data collected by means of the "AUPHA Program Survey" and the "ASPH Student Statistical Forms." This information is stored respectively in the AUPHA Data Bank and the ASPH Data Center and can be made available for study purposes. Because collection of these data is carried on independently of this project, discussion of related data development activities will not be included

here. However, the data items to be used from each questionnaire for purposes of this study will be delineated below.

This section will detail the method for implementing the acquisition of supplemental study data as specified by the remaining data source documents referenced in the Methodology and Approach section of this report: the "Statement of Appointment of Trainee" and "Addendum," the "Health Administration Programs and Schools of Public Helath Aggregate Data Forms," the "Survey of Policy Issues and Operational Factors," and "Public Health Traineeship Grant Applications." The implementation plan covered in the following section includes preparation of statistical forms, data collection procedures and instructions to schools and programs relative to the above referenced data collection instruments. Since the development of project outcomes is tied directly to AUPHA and ASPH organizational resources, data will be gathered from the project as a supplement to the regular data collection efforts of the two associations.

1. Data from "AUPHA Program Survey" and "ASPH Student Statistical Forms"

Although the data collection activities associated with the "AUPHA Program Survey" and "ASPH Student Statistical Forms" will not be discussed here, items from each of these surveys will be utilized in the development of project outcomes. The following aggregated data from the annual "AUPHA Program Survey" will be used as baseline data for comparing traineeship recipients with the overall student body of programs in health administration:

- Number of master's level graduate students by sex (item 10)

- Minority group students enrolled in master's degree programs (item 15)
- Items relating to number of doctoral students (item 18a, by sex and item 18d by race/ethnic designation)

Other AUPHA survey data are available to supplement this information as necessary.

Items which will be aggregated to provide data on study and control groups and trainees and overall student population of schools of public health include the following from the "ASPH Student Statistical Form" (items numbered according to 1980 version of form):

- Sex (item 1)
- Year of birth (item 2)
- Citizenship (item 3)
- Race/ethnic designation (item 4)
- Previous degrees held (item 5)
- Year last degree awarded (item 6)
- Month and year first enrolled in degree program (item 8)
- Professional category prior to public health training (item 12)
- Years work experience in health setting (item 13b)
- Full-time or part-time status (15a)
- Source of funds (item 16 - Federal General Purpose Public Health Service Traineeship Programs)

2. Preparation of Additional Statistical Forms

The data instruments which will require preparation before being used to collect additional project data are shown in Appendix A of the Methodology, Approach and Instruments for Acquisition, Compilation and

Analysis of Information and include the "Addendum to the Statement of Appointment of Trainee," the "Health Administration Aggregate Data Form," the "School of Public Health Aggregate Data Form" and the "Survey of Policy Issues and Operational Factors." Before the survey forms are finalized and distributed, however, they will be subject to review by the appropriate association standing advisory committee. Data instruments used to gather information from schools of public health will be submitted to the ASPH Data Committee for review and approval. Similarly the AUPHA Committee on Institutional Research will be available for consultation on the data collection effort affecting programs in health administration.

3. Data Collection Procedures

Once the data instruments are approved by the appropriate association committees and printed, an introductory letter will be sent to the deans of schools of public health and the directors of programs in health administration. These letters will outline the background and purpose of the study and request that the dean or program director appoint an individual familiar with administration of traineeship awards to oversee the data collection effort for the school or program. (A sample of these letters is enclosed in draft form in Appendix B.)

Accompanying these letters will be the survey instruments and instructions for submitting the "Statement of Appointment of Trainee" (for health administration programs only) and completing the survey forms. Also included will be a guide developed to instruct schools and programs on collecting and compiling study data. (See Appendix B for copy of guide for collecting and compiling data.) This guide will

request that the schools and programs observe the procedures documented below when filling out the survey instruments and submitting school or program data. The following general guidelines organized by each instrument used in the study will be communicated to the administrative personnel appointed at each program or school:

1. "Statement of Appointment of Trainee" and "Addendum" (to be submitted by health administration programs only)

   1.1 Make copies of all "Statement of Appointment of Trainee" forms or forms containing comparable information for project/budget periods 1978-79, 1979-80 and 1980-81. Names addresses and social security numbers should be removed from the forms to preserve the privacy of the student receiving the award.

   1.2 Complete and attach "Addendum" to each "Statement of Appointment of Trainee" form.

   1.3 Number each "Statement of Appointment of Trainee" form and attached "Addendum" according to the project/budget period during which funds were awarded to the trainee. The number 1 should be utilized to indicate project/budget period 07/1/78 - 06/30/79, 2 for project/budget period 07/1/79 - 06/30/80, and 3 for project/budget period 07/1/80 - 06/30/81.

2. List of 1981 Graduates Receiving Traineeships

   2.1 List separately from the information provided above the names of trainees who graduated in 1981 and did and did not satisfy the requirement that they have a previous postbaccalaureate degree or three years work experience in the health field. Names provided here will be used solely for the

purpose of linking traineeship recipients with data contained in the AUPHA and ASPH data bases for the follow-up study of 1981 graduates.

3. "Health Administration Program Aggregate Data Form"

3.1 Complete the "Aggregate Data Form" for a sample of graduate students entering the degree program in the fall of 1978, 1979 and 1980 according to instructions provided. (See Appendix A for instructions for completing form.)

4. "School of Public Health Aggregated Data Form"

4.1 Complete all items on "Aggregate Data Form" for graduate students enrolled in the degree program for academic years 1978-79, 1979-80 and 1980-81 according to instructions provided. (See Appendix A for instructions for completing form.)

5. "Survey of Policy Issues and Operational Factors Relating to Traineeship Awards"

5.1 This questionnaire should be completed by an administrator or administrators who have been involved in decisions regarding the distribution of traineeship awards to students in your school (department) or program. This form seeks to solicit responses regarding the effects from the programmatic perspective of traineeship grants and the legislative requirements that a majority of students receiving traineeship awards have a previous postbaccalaureate degree or three years work experience in the health field.

4. Acquisition of Data from On-Site Visit

Information will be gathered during the site-visit by means of an interview consisting of open-ended questions. Deans and program directors will be interviewed regarding policies and procedures related to the distribution of traineeship awards. A member of the project staff will conduct interviews at each of the nine selected sites using a structured interviewing instrument.

The data to be collected during the on-site visit will depend largely upon responses provided to the "Survey of Policy Issues and Operational Factors Related to Traineeship Awards." For this reason the interviewing instrument will be designed after results of the open-ended questionnaire are received and analyzed. The on-site interviews will focus on the same types of issues raised in the "Survey of Policy Issues and Operational Factors" but will seek to examine policies and factors of particular interest in greater detail.

On-site visits and interviews are expected to take no more than one day for each school or program. The on-site interviews will be disigned to collect information on practices and opinions from deans and program directors regarding policies toward the distribution of traineeship awards. Other data sources that the school or program has previously compiled which are pertinent to the study will also be collected on-site. A report presenting the findings from each on-site visit and comparing and contrasting school and program policies will be prepared.

B. Implementation of Approach to Data Compilation

Once the survey instruments are completed and received, procedures

for compilation of quantitative data will begin. As each packet of completed materials is received, it will be visually checked for obvious errors and omissions. If errors or omissions are discovered, the school or program will be contacted and asked to provide missing or corrected data. When the data appears to be complete and correct it will be compiled as delineated below.

1. Compilation of Data from "Statement of Appointment of Trainee" and "Addendum"

The "Statement of Appointment of Trainee" and "Addendum" are the only forms which require computer processing. Upon receipt of these forms each "Statement" and attached "Addendum" will be given a three digit code ranging from 001 to 999 which when used in conjunction with the program code (predetermined by AUPHA data system) will serve as the form identification number. Forms will then be coded onto a coding sheet and keypunched directly from this sheet. Data coding instructions are included in the Appendix of this document. Upon completion of keypunching, data verification procedures will be performed to assure the data are correct. Records containing errors or omissions will be compared with raw data and re-keypunched as necessary. A final validity check will be performed on corrected data; the data will then be stored on computer tape in the AUPHA Data Bank. Cross tabulations, frequencies and statistical tests to be performed in the analysis of data will be generated using the Statistical Package for the Social Sciences (Nie et al, 1975).

2. Compilation of Data from School and Program Aggregate Data Forms

Data collected by means of the "Health Administration Programs and Schools of Public Health Aggregate Data Forms" will be compiled manually. Information provided by the "Health Administration Aggregate Data Form" will be used to supplement data from the "AUPHA Program Survey". The "Schools of Public Health Aggregate Data Form" will provide information which will be used with the data collected by means of the "ASPH Student Statistical Forms". Data will be compiled by hand for the "Schools of Public Health Aggregate Data Form"; pertinent data from the "ASPH Student Statistical Forms" will be aggregated by computer before it is combined with the newly acquired data.

3. Compilation of Data from "Survey of Policy Issues and Operational Factors" and On-Site Interviews, and "Public Health Traineeship Grant Applications"

Data provided by the "Survey of Policy Issues and Operational Factors Related to Traineeship Awards" and on-site interviews will be reviewed and common trends or issues will be isolated and reported. Features of traineeship administration which are unique to certain types of programs/schools will also be compiled and discussed.

Information which will serve to supplement data acquired from the "Survey of Policy Issues" and on-site interviews will be collected from the "Public Health Traineeship Grant Applications" on file at the Health Resources Administration. Such information will include the average amount of awards made by schools and programs to students receiving traineeships.

C. Implementation Plan for Analysis Design

The purpose of the proposed analysis design to be implemented as part of a follow-up contract to the present project effort, is to test the effect of Congressionally mandated requirements for distribution of traineeship funds by schools and programs. The secondary purpose is to examine the effects of the distribution of traineeship funds on operational factors and policy issues that affect schools and programs. In order to conduct an analysis that will satisfy the dual purpose of the project, the study design includes both quantitative and qualitative data. The following section will discuss the plan for implementing the analysis design as outlined in the Methodology and Approach.

1. Quantitative Data Analysis

The plan for the analysis of quantitative data (see Analysis Design in Section II, Methodology) presents a two tiered approach to the analysis which consists of determining the effects of traineeship priority requirements and traineeship awards in relation to selected variables. In determining the effects of the traineeship priority requirements, the analysis is concerned with the study and control groups. Effects of traineeship awards will be examined by comparing the traineeship population with the overall population of study schools and programs.

For the first level of analysis students will be identified for inclusion in the study and control groups based on information supplied by the "Student Statistical Form" for students in schools of public health and on the "Statement of Appointment of Trainee" for students in

programs in health administration. Based on the information on the "Student Statistical Form," students will be relegated to the study group if the form indicates that they receive funds from the General Purpose Public Health Service Traineeship Programs (item 16 on the "Student Statistical Form" for 1980); they have three or more years work experience in a health agency, training institution or health setting (item 13); and/or hold a postbaccalaureate degree (item 5). Students whose statistical form indicates that they received funds from General Purpose Public Health Service Traineeship Programs but have less than three years work experience in the health field and no postbaccalaureate degree will be relegated to the control group for each study year.

Students in programs of health administration will be assigned to the study group if their "Statement of Appointment of Trainee" form indicates that they have at least three years work experience in the health field (item 11) and/or they have a postbaccalaureate degree (item 10). When a "Statement" does not indicate either a postbaccalaureate degree or at least three years of health-related work experience, that student will be assigned to the control group.

The second level of analysis will combine students from the study and control groups to form two groups consisting of trainees receiving funds under Sections 748 and 749. Trainees in the Section 748 group will then be compared with the overall population of students in schools of public health based on data aggregated from all "Student Statistical Forms" for each study year and the "School of Public Health Aggregate Data Form."

Trainees in the Section 749 group will be compared to the overall student population of programs in health administration using baseline data information supplied by the "Program in Health Administration Aggregate Data Form" relative to a random sample of entry-level students for each of the study years and the "AUPHA Program Survey."

Once the students in the study and control groups and trainee and overall student groups have been identified, data analysis procedures will begin. The discussion of the Analysis of Quantitative Data of the Methodology (Section II) delineates project goals, objectives and analysis of objectives for reaching project outcomes. The following refers specifically to the objectives and analysis as outlined in the Methodology (pages 16 through 18) and discusses the statistical methods which will be employed to implement the data analysis. Analysis for each objective will not be discussed separately but rather objectives will be grouped according to the type of analysis to be implemented.

Objectives 1.1 and 2.1 are concerned with describing the characteristics of the study groups, control groups, trainee group and the overall student group. Analysis of 1.1 and 2.1 will employ cross tabulations to determine the distribution of students in these various groups by age, sex, race/ethnic background, full-time/part-time status, discipline elected, masters or doctoral level. The data calculated in this fashion will be displayed using appropriate tables and graphs.

Objectives 1.2, 1.3, 2.2 and 2.5 will be analyzed using comparative analysis to identify similarities and differences of study and control groups and trainee and overall student groups. Distribution of students

will be calculated in relation to specified study variables for pertinent study groups. Inferences concerning the difference between means will be made using appropriate statistical tests.

Objective 1.4 deals exclusively with characteristics of students in the study groups. Analysis of 1.4 will consist of enumerating the various disciplines of previous postbaccalaureate degrees held by students in the study group and discussing the relevance of these degrees to the health field.

2. Qualitative Data Analysis

Qualitative data will be compiled from two sources. The first is the "Survey of Policy Issues and Operational Factors Relating to Traineeship Awards," an open-ended questionnaire which will be distributed to all study schools and programs. The second is on-site structured interviews with administrators from selected schools and programs. This section will discuss implementation of the plan for analysis of qualitative data derived from these two instruments specified in the project methodology delineated previously in this report.

The "Survey of Policy Issues and Operational Factors" is designed to solicit information regarding actual practices employed by schools and programs as well as opinions on the effects these monies have on various school and program characteristics. The Analysis Design (see the Methodology, Section II) details the areas which will serve as a focus for the analysis of qualitative data. Because of the nature of the data

(i.e., actual practices and opinions) to be collected by means of the open-ended questionnaire, a descriptive approach toward the data analysis will be initially undertaken. This analysis will attempt to compare and contrast school and program approaches and opinions relative to traineeship award distribution. Upon completion of the descriptive analysis an attempt will be made to quantify findings and develop a typology of study schools and programs based on (1) school or program characteristics (e.g., private or public institution, etc.) and (2) practices employed in distributing traineeship awards.

3. Analysis of Data from On-Site Interviews

Four programs in health administration and five schools of public health will be selected to participate in on-site interviews. Selection of schools and programs will be based on responses given to the open-ended questionnaire; site selection criteria will be developed to reflect the range of responses received. Analysis of data from the on-site visits will be descriptive and narrative in form. A summary of interview responses will be prepared for each school or program visited and will be used in conjunction with quantitative data to compare and contrast school and program perspectives and practices regarding the distribution of traineeship awards.

4. Recommendation Relative to Phase II Contract Duration

Based on previous experience with data collection procedures and data analysis, it is recommended that the potential second phase of this contract be at least 18 months. The rationale for the suggested length of this second phase centers around: (1) the average length (4 months)

of time necessary to conduct and process any survey pertaining to the study populations; (2) the number of different data collection mechanisms and sources cited in the study design; (3) the fact that the study design involves the resources of two different yet complementary associations; and (4) site-visits are required. These reasons, together with the amount of time necessary to analyze adequately study data relative to issues of interest to both the Health Resources Administration and study schools/programs, suggest that an 18 month contract to implement the proposed study is appropriate.

IV. PLAN FOR FOLLOW-UP STUDY OF GRADUATES

The Plan for the Follow-up Study of Graduates is the third stage of the proposed study design for evaluating the impact of the requirements that a major percentage of traineeship funds under Sections 748 and 749 of the Public Health Service Act be distributed to students with a previous postbaccalaureate degree or three years health-related work experience. The Follow-up Study of Graduates, delineated in this section, will outline the proposed method for collecting, compiling and analyzing data on graduates from the forty-six study schools and programs to identify their first postgraduate job settings and functional responsibilities.

A. Acquisition of Data on School and Program Graduates

The data to be utilized in the proposed Follow-up Study of Graduates will be supplied by two sources. The first is the "Survey of Health Administration Students' First Postgraduate Employment." Data from this form is contained in the AUPHA Data Bank. The second source is the "Schools of Public Health Graduate Employment Survey" which will be used to collect data to be stored in the Association of Schools of Public Health Data Center. A copy of each of these survey instruments is contained in Appendix C of this document and will be discussed in more detail below. The data collected by means of these two instruments will be used to examine the first postgraduate job settings, functional responsibilities and gross annual salaries of school and program graduates who received traineeship funds under Sections 748 and 749 of the Public Health Service Act.

The Follow-up Study of Graduates is tied directly to the evaluation mechanism detailed in Section II which seeks to test the effects of the priority requirements of Sections 748 and 749 on the characteristics of students enrolled in programs in health administration and schools of public health. Consequently the proposed follow-up study will employ study and control groups similar to the study and control groups used in the first stage of the project. For purposes of the follow-up, however, these groups will be limited to 1981 graduates. Thus the study and control groups will consist of 1981 graduates who:

1) Received traineeships under Section 748 of the Public Health Service Act and satisfied the priority requirements (study group)

2) Received traineeships under Section 748 but did not satisfy the priority requirements (control group)

3) Received traineeships under Section 749 of the Public Health Service Act and satisfied the priority requirements (study group)

4) Received traineeships under Section 749 but did not satisfy priority requirements (control group)

In addition to these groups, the proposed follow-up study will also utilize data on all the 1981 graduates of schools and programs for the purpose of making further comparisons of trainees to the total student population.

The rationale for focusing on 1981 graduates only as opposed to all three years that traineeships were available (i.e., 1979, 1980 and 1981) centers on (1) the unavailability of data on 1980 graduates of schools of public health and programs in health administration and, (2)the lack of a mechanism for linking 1979 schools of public health graduate data to other study data on traineeship recipients.

Data are presently unavailable on students graduating from programs in health administration and schools of public health in 1980. This is due to the fact that AUPHA collects data on graduates of health administration programs on a biennial basis. Data were collected for 1979 graduates and the survey is scheduled to be administered for 1981 graduates. In addition, ASPH has previously collected data on only 1978 and 1979 graduates of schools of public health.

One of the complicating factors in attempting to use the 1979 ASPH data is that there is no way to identify students by study and control groups. The actual survey forms are not available through the ASPH Data Center. Data contained in the Data Center is identified by a form code number which can not be linked with the name of the student who filled it out unless each school of public health maintained a list of graduates' names and the number of the particular form the graduate completed. Since several years have lapsed since this data was originally gathered it is unlikely that such information will be available.

If the proposed Follow-up Study of Graduates attempts to include 1979 and 1980 graduates, it is clear that a considerable amount of supplemental data would need to be collected. A major obstacle to collecting these data is the lack of current addresses for 1979 and 1980 graduates available through the schools and programs. While schools and programs may be able to maintain fairly accurate lists on recent graduates, it is not as likely that they will be able to maintain a reliable list of addresses of graduates from previous years.

In order to circumvent the difficulties outlined above, it is

therefore proposed that the Follow-up Study include only 1981 graduates. In this way the study can take advantage of surveys designed to specifically meet the needs of the study, and schools and programs would be more likely to have current addresses for recent graduates.

1. Acquisition of Data on Graduates of Health Administration Programs

As mentioned previously, AUPHA conducts the "Survey of Health Administration Students' First Postgraduate Employment" on a biennial basis. A copy of this survey administered in 1979 is included in Appendix C of this document. The AUPHA survey collects information on the three areas of interest to this study relative to the first postgraduate job: job setting, functional responsibility and gross annual salary. Although the survey has not included doctoral students in the past, for purposes of the follow-up study doctoral students graduating in 1981 will be included. The response rate to the 1979 survey was approximately 70% and it is expected to be about the same for the 1981 survey.

The specific items from the AUPHA survey which will be utilized for the follow-up study are delineated below:

- Employment Status (item 1)
- Position Title (item 2a)
- Full-Time/Part-Time Employment (item 2c)
- Gross Annual Salary (item 4)
- Agency or Institutional Setting (item 5)
- Primary Area of Responsibility (item 7)

Procedures for administering this survey will be carried out by AUPHA independently of this proposed study, consequently these procedures will not be discussed here. Data obtained from this survey can be made available through the AUPHA data bank for purposes of the proposed follow-up study.

2. Acquisition of Data on Graduates of Schools of Public Health

The proposed instrument designed to collect data on graduates of schools of public health is included in Appendix C. Questions included in this survey are based on the survey of graduates of schools of public health conducted in 1979 and when feasible are designed to be compatible with the data collected by AUPHA on the health administration program graduate employment survey. Compatibility between the instruments is important for two reasons. First, it provides a common frame of reference for viewing school and program graduates relative to their first postgraduate employment. Second, because AUPHA surveys graduates of departments of health administration included in schools of public health it avoids the need to survey this group of graduates twice.

The "1981 Schools of Public Health Graduate Employment Survey" (shown in Appendix C) and procedures for administering it would require approval from the ASPH Advisory Committee before it could be administered to graduates of schools of public health. Once approval is received data collection procedures can begin. Initially each survey form will be given the institutional code of the school of public health from which the student graduated. Then the survey forms will be mailed to schools of public health accompanied by a letter to

program graduates which can be duplicated on a school's letterhead. Schools will be asked to mail survey and prepaid addressed envelope to graduates. Schools will then be asked to provide names and addresses of students surveyed for the purpose of identifying non-respondents. Names and addresses will be considered strictly confidential and the list will be destroyed once graduates who did not respond are re-surveyed. Procedures for re-surveying non-respondents will consist of a letter and another copy of the survey being sent a month after the initial survey was mailed. Schools of public health that do not wish to disclose names and addresses of graduates will be supplied with the letter, additional survey forms and names of graduates who responded and asked to re-contact those who did not respond.

B. Compilation of Data on First Postgraduate Job

The information collected by means of the "AUPHA 1981 Survey of Health Administration Students' First Postgraduate Employment" will be compiled by AUPHA and can be made available for purposes of the follow-up study through the AUPHA Data Bank. The data collected using the "1981 Schools of Public Health Graduate Employment Survey" will be printed, and administered by the Association of Schools of Public Health. The data will then be merged with data contained in the ASPH Data Center. Data will be coded on the survey form (see Appendix C for coding instructions) then keypunched directly from the form. Keypunched data will undergo validation procedures. Records containing errors will be compared with raw data and re-keypunched. A second validation procedure will be conducted on corrected data before data is put into the system. The data will then be stored on disc in the ASPH Data Center.

C. Analysis of Data on First Postgraduate Employment

The focus of the Follow-up Study of Graduates is to examine the first postgraduate job of 1981 graduates of schools of public health and programs in health administration who received traineeships under Sections 748 and 749 and met the priority requirements (study group); and received traineeships under Sections 748 and 749 but did not satisfy the priority requirements (control group). The analysis of the data on first postgraduate jobs will attempt to identify differences between the groups cited above in terms of job settings, functional responsibilities and gross annual salary. In addition, graduates who received traineeships under Section 748 or 749 will be compared with the overall 1981 graduate population from schools of public health and programs in health administration respectively.

The first step in conducting the analysis will be to link the names of graduates who returned survey forms with the names, supplied by schools and programs in the first phase of the study, of students receiving traineeships. Using this list, graduates will be assigned to the study or control group as appropriate. Graduates' survey forms will initially be sorted and analyzed by the number who found employment after graduating, are seeking further training or education and the number who are unemployed for the study, control and overall group of graduates. Graduates who found postgraduate employment will be included in the further analysis of study data.

The analysis of data on graduates will parallel the two tiered approach to the analysis of data on students proposed in the first phase of the study design. The study and control groups will be

analyzed initially and then the 1981 graduate trainee population will be compared to the overall population of 1981 graduates for further analysis. The goals, objectives and plan for the two level analysis are discussed below.

Goal #1 - Examine differences between study and control groups relative to selected features of first postgraduate job.

Objective 1.1 - Determine if study and control groups differ significantly in terms of numbers who found employment after graduation.

Analysis of 1.1 - Perform comparative analysis of distribution of students who are employed, seeking further training or education, or unemployed.

Objective 1.2 - Of those employed in study and control groups, determine if there is a significant difference in salary levels.

Analysis of 1.2 - Conduct comparative analysis of mean salaries for graduates employed on a full-time basis in study and control groups.

Objective 1.3 - Determine if significant differences exist in job setting between study and control groups.

Analysis of 1.3 - Perform comparative analysis of graduates by agency or institutional setting.

Objective 1.4 - Determine if significant differences exist in distribution of students in study and control groups by area of functional responsibility.

Analysis of 1.4 - Perform comparative analysis of distribution of graduates by primary area of responsibility and job title.

Goal #2 - Examine differences between trainee graduates and total population of 1981 graduates relative to selected first postgraduate job features.

Objective 2.1 - Determine if trainee graduates and overall population of graduates differ significantly in terms of number employed.

Analysis of 2.1 - Perform comparative analysis on distribution of graduates in each group who found postgraduate employment, are seeking further training or education, or are unemployed.

Objective 2.2 - Of those employed in trainee and overall population of graduates, determine if there is a significant difference in salary levels.

Analysis of 2.2 - Conduct comparative analysis of mean salaries for graduates employed on a full-time basis in trainee and overall graduate population.

Objective 2.3 - Determine if significant differences exist in job setting between trainee and overall population of graduates.

Analysis of 2.3 - Perform comparative analysis of distribution by agency or institutional setting.

Objective 2.4 - Determine if significant differences exist in distribution of students in trainee and overall graduate population by area of functional responsibility.

Analysis of 2.4 - Perform comparative analysis of distribution of graduates by primary area of responsibility and job title.

The analysis to be conducted as described above will be carried out

using descriptive and inferential statistics. Comparative analyses will be performed on distribution of students from study and control groups and trainee and overall graduate population in each job setting classification (e.g., number employed in a VA facility). The analysis of first postgraduate job salaries will be conducted by calculating the mean salary for study and control groups and trainee and overall graduate population. Comparisons will then be made based on the difference in mean salaries between groups.

As discussed previously, graduates of health administration programs in schools of public health will be surveyed by the "AUPHA Survey of Health Administration Students' First Postgraduate Employment." These students will not be surveyed using the "Schools of Public Health Graduate Employment Survey." The data obtained from the AUPHA survey will be combined where feasible with the data from the school of public health graduate survey form. In only one area are the AUPHA and schools of public health data not compatible and that is in the classification of primary areas of responsibility. Because schools of public health cover a broad range of disciplines, the classification for areas of responsibility of first postgraduate job must be very general. The amount of specificity provided by the classification of areas of responsibility on the AUPHA survey, however, is desirable and should be preserved when possible. Consequently, primary area of responsibility of graduates of health administration programs will be treated as a subset and analyzed separately from the other data on graduates of schools of public health.

The AUPHA has developed a system for classifying job titles which

will be used to categorize job titles of students in health administration (see Appendix C for classifications). Job titles of graduates not in health administration programs will be recorded and an attempt will be made to develop a method for categorizing these job titles.

V. DISCUSSION AND CONCLUSIONS

The study represents the completion of the design of a methodology to assess the impact of the priority requirements of Health Professions Education Assistance Act of 1976 (P.L. 94-484), Sections 748 and 749 on admissions, enrollment and related organizational processes of the programs in health administration and schools of public health receiving this support. Attendant project outcomes involving the development of a plan to implement the study design and to assess career pathways which may relate to traineeship support have also been developed under this contract. The study provides the developmental framework and design necessary to test the assumptions that federal priority requirements: (1) create no admissions or recruitment barriers related to minorities, women and students entering programs affected by Sections 748 and 749 directly from baccalaureate programs; (2) promote greater academic and employment success for individuals receiving traineeships; and (3) enhance the numbers and availability of trained health management and public health career positions in national priority categories.

Additional features of the study design enable the answering of a series of policy and research questions of interest both to recipient programs and schools and to the Government. These policy and research issues span such topics as award patterns and practices as they relate to study variables and programs/schools, and evaluation of the use of traineeship monies as a career pathway determinent. It is the examination of these issues which will lend validity to the analysis of data pertaining to the student study groups.

In that the study provides for an assessment of policy and operational issues within health administration programs and in schools of public health, the exploration of the heterogeneous practices of distributing traineeship money is featured in the development of the study methodology. For example, the possible uses of traineeship money in combination with other university sources of financial aid will be examined. Preliminary discussion in the development of the study design has also pointed to the efficacy of analyzing award patterns within and among study schools/programs. Specifically, the study has been developed to consider such factors as differential award practices among types of institutions (e.g., public vs. private) and between priority and non-priority student recipients.

Gathering of data specified in study methodology will enable the analysis of a national sample which is homogeneous with respect to a major source of financial aid but heterogeneous in terms of previous work experience. The study will also provide for a unique basis of comparison of variables for health administration programs within and outside of schools of public health. The heterogeneous nature of schools of public health and award patterns within schools will additionally be assessed.

Career pathway differentials in administering health services which may relate to traineeship monies will also be examined through the proposed study. For instance, the study has been designed to explore the relationship between traineeship awards and job types; the study will also attempt to assess whether traineeship students take lower

paying community service positions with greater frequencies because of lower average debt than students not receiving traineeships.

Having now completed the first phase of the project it can be concluded that the most crucial factor in successfully implementing the second phase is securing the cooperation of study schools and programs in contributing to the study effort. It is recommended that in order to facilitate school and program participation, the second phase of the study should be timed to allow the expanded data collection activities of the associations to be carried out when schools and programs are most able to provide data, such as during the summer months. If this is not feasible, it is recommended that the second phase of the study allow an ample amount of time for collection of data to be carried out during the school year.

Appendix A

Form 1

AUPHA

Office of Student Affairs
1755 Massachusetts Ave., Suite 310
Washington, D.C. 20036
(202) 232-4197

Part Two

PROGRAM SURVEY FOR DIRECTORY OF "HEALTH SERVICES ADMINISTRATION EDUCATION 1981"

1. Please provide the information requested below only if any item is incorrectly illustrated in the descriptive portion of your 1980 Directory program entry. For your reference, a copy has been included in Part One of the 1981 Directory update materials.

   a. Name of university: _____

   b. Name and title of program director: _____

   _____

   Academic degree of director: _____

   c. Name of health services administration program: _____

   _____

   d. Address of program: _____
   (Street address)

   _____
   (Building)

   _____
   (City, State, Zip Code)

   e. Telephone number of program (including area code): _____

   _____

   f. Indicate the appropriate contact person for application and admission information.

   Name and title: _____

   Address or telephone number if different from 1.d or 1.e: _____

   _____

   _____

2. Type of university: Public_____ Private_____ Other (specify) _____

3. Categorize your program's academic/administrative setting by checking one of the following:

   ____ Allied Health
   ____ Business and Allied Health
   ____ Business and Medicine
   ____ Community and Allied Health Resources
   ____ Graduate School
   ____ Graduate School of Management/Business and/or Public Administration Government
   ____ Liberal Arts
   ____ Medicine
   ____ Medicine, Business and Public Administration
   ____ Medicine and Graduate School
   ____ Pharmacy
   ____ Public Health
   ____ Public Health and Business
   ____ Other (specify) _____

4. Complete the following timetable of application and acceptance information for the 1981-82 first year class.

   a. Filing of application: Earliest date _____ Latest date _____

   b. Application/acceptance fees: $ _____

   c. Decision notice to applicants: Earliest date _____ Latest date _____

   d. Applicant's response to acceptance offer: Maximum time _____

   e. Deposit to hold place in class (applied to tuition): $_____ Date due: _____

   f. Deposit refundable prior to: _____ (date)

   g. Estimated number of new entrants: _____

   h. Starting date: _____ (Month and year if exact date is unknown)

5. Estimate expenses per year for the 1981-82 first year class.

   a. Tuition: Resident $_____ Nonresident $_____

   b. University room and board: $_____ (minimum)

   c. Books and supplies: $_____

   d. Student fees: $_____ (Total for student activities, insurance, etc.)

6. Indicate the total number of master's degrees awarded in calendar year 1979: _____

7. List the type of degree(s) awarded according to the categories listed below (total should equal number reported in question 6):

	Men	Women
Diploma in Hospital Administration	_____	_____
Master of/in:		
Hospital Administration	_____	_____
Business Administration	_____	_____
Public Health	_____	_____
Health Services Administration	_____	_____
Public Administration	_____	_____
Health Administration	_____	_____
Health Planning	_____	_____
Health Sciences	_____	_____
Other (specify)_____	_____	_____
Master of Science in:		
Hospital Administration	_____	_____
Health/Hospital and Health Services/Health Care Administration	_____	_____
Business Administration	_____	_____
Public Health	_____	_____
Hygiene	_____	_____
Health Planning	_____	_____
Long-Term Care	_____	_____
Administrative Medicine	_____	_____
Public Administration	_____	_____
Other (specify)_____	_____	_____
Master of Management in:		
Hospital and Health Services Administration	_____	_____

8. List all degree(s) conferred by your program and the number of months associated with the didactic and field experience normally required for each degree. Exclude doctoral or graduate programs one year in length which are not accreditation eligible by the Accrediting Commission on Education for Health Services Administration (ACEHSA).

Program (List degree)	Total Length (months)	Didactic Portion Length (months)	Field Experience Length (months)

9. Complete the following sections by reporting one line of data for each type of degree conferred by your program. Exclude doctoral or graduate programs one year in length which are not accreditation eligible by ACEHSA.

List academic degrees conferred by your program from Jan. 1-Dec. 31, 1979 (e.g., BA, MHA, MS, etc.). Additional space has been provided if you confer more than one degree.	Estimate the number of students that will graduate from Jan. 1-Dec. 31, 1980 for each degree program listed under Column 1.	Indicate the total enrollment of full-time (FT) and part-time (PT) students in each degree program listed in Column 1.		Of the total FT and PT students listed in Column 3, indicate the number of women in each degree program.	Of the total FT and PT students listed in Column 3, specify the number of racial/ethnic minority students, using the DHEW definition (see question 15.a) in each degree program.	
		FT	PT		FT	PT
TOTAL						

10. a. Indicate the number of master's level graduate students (full-time and part-time) enrolled as of December 31, 1979.

	Full-Time		Part-Time	
	Men	Women	Men	Women
First Course Work Year				
Second Course Work Year				
Field Placement				
TOTAL (should equal totals reported in question 9, Column 3)				

b. List the major curricular emphasis (i.e., tracks specified in your program catalog) for all students counted in question 10.a.

Major Emphasis	First Course Work Year		Second Course Work Year		Field Placement	
	Men	Women	Men	Women	Men	Women
Administrative Medicine						
Ambulatory Care Administration						
Comprehensive Health Planning						
Fiscal Management						
Health Records						
Health Services Administration/ Management/Organization						
Hospital Administration						
Hospital and Health Administration						
Hospital Pharmacy						
Long-Term Care Administration						
Medical Care Administration						
Mental Health Administration						
Nursing Services Administration						
Personnel						
Social Administration						
Systems Engineering						

11. Specify the following selected professional and social characteristics of students enrolled in your program as of December 31, 1979 (totals will not add to 100% of enrollment).

	Men	Women
a. Dentists		
Members of Religious Orders		
Pharmacists		
Physicians (except foreign)		
R.N.'s		
U.S. Armed Services		
U.S.P.H.S. (Commissioned Corps)		
All other government agency employees		

b. Indicate the number of foreign nationals in your program: _____

c. List the country of origin for each foreign national counted in the above total (11.b). U.S. programs include Canadian students; Canadian programs include U.S. students. Persons counted here should not be included as minority students in question 15.a.

_____

_____

_____

_____

_____

12. For your master's program, complete the following items relating to application/acceptance information for calendar year 1979.

	Men	Women	Total
a. Indicate the number of students enrolling for the first time			
b. List the number of accepted applicants			
c. Approximate the number of completed applications* received			

13. In the spaces provided below, indicate mean grade point average and test scores where applicable for all students enrolling for the first time in your master's program during calendar year 1979.

	Mean	Number of Students Providing Data
(a) Grade Point Average		
(b) GMAT Verbal		
(c) GMAT Quantitative		
(d) GMAT Total		
(e) GRE Verbal		
(f) GRE Quantitative		
(g) GRE Analytical Ability		
(h) MAT		
(i) Other (specify) _____		
_____		
_____		

	Men	Women	Total
14. a. How many students, if any, withdrew from your master's program during 1979 for voluntary or involuntary reasons?			

Of the total in 14A, indicate:	Non-minority	Minority
b. Number withdrawing from academic portion		
Number withdrawing from residency portion		
c. Number withdrawing for lack of adequate financial support		
Number withdrawing for academic reasons		
Number withdrawing for other reasons		

*Normally, a completed application includes an application, transcript, test scores, and letters of reference.

15. a. Please indicate the number of racial/ethnic minority group students enrolled in your master's degree program as of December 31, 1979. Count only those who are U.S. citizens.

Racial/Ethnic Designation	Men	Women	Total	Area of Concentration
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, not of Hispanic Origin				
Hispanic				
Mexican/American				
Puerto Rican - Mainland				
Puerto Rican - Commonwealth				
Other Hispanic (specify) _____				
Other (specify) _____				
_____				

b. In the space provided below, please list the names of all minority students counted above. If you need additional space, attach a separate sheet to the back of this page. The collection of this information assists the Office of Educational Opportunity in determining the impact of the Work-Study program by providing follow-up data. These data also aid the Office in developing more effective methods for recruiting and retaining minority students. The names of all students listed in this survey will be kept confidential and will not appear in any publication.

Name	Racial/Ethnic Designation

72

16. a. Please indicate the number of racial/ethnic minority group students who received master's and doctoral degrees in 1979. Count only those students who are U.S. citizens.

Racial/Ethnic Designation	Men	Women	Total	Master's Degrees	Doctoral Degrees
American Indian or Alaskan Native					
Asian or Pacific Islander					
Black, not of Hispanic Origin					
Hispanic					
Mexican/American					
Puerto Rican - Mainland					
Puerto Rican - Commonwealth					
Other Hispanic (specify) _____					
Other (specify) _____					
_____					

b. In the space provided below, please list the names of all minority students counted above. If you need additional space, attach a separate sheet to the back of this page.

Name	Racial/Ethnic Designation

17. How many of the students in your program are receiving university administered financial aid?

	Non-Minority	Minority

18. Complete the following items relating to the number of doctoral students affiliated with your administrative unit:

	Men	Women	Total
a. Indicate the number of doctoral degrees with emphasis in Health Administration awarded in calendar year 1979			
b. List the total number of doctoral students enrolled as of December 31, 1979			
c. List the number of doctoral students enrolling for the first time in calendar year 1979			

d. Indicate the number of minority group students enrolled in your doctoral program as of December 31, 1979 according to the following categories:

Racial/Ethnic Designation	Men	Women	Total	Area of Concentration
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, not of Hispanic Origin				
Hispanic				
Mexican/American				
Puerto Rican - Mainland				
Puerto Rican - Commonwealth				
Other Hispanic (specify) _____				
Other (specify) _____				
_____				

PLEASE RETURN THIS QUESTIONNAIRE TO THE OFFICE OF STUDENT AFFAIRS BY FEBRUARY 22, 1980.

Information provided by:

Name _____

Title _____

Phone _____

Date _____

Page Proofs should be sent to:

Name _____

Title _____

Form 2

NAME OF STUDENT _____ (Last) _____ (First)

STUDENT STATISTICAL FORM

The following information is requested so that the School of Public Health can demonstrate its role in meeting national health manpower needs. The information you provide will be used to develop statistics. Your individual responses will be kept confidential. Your care and attention in completing the form accurately will be greatly appreciated.

/ 1 / 8 / / / / (1 2 3 4 5) FOR OFFICE USE ONLY

/ 1 / 5 / (6 7) SCHOOL: UNIVERSITY OF PUERTO RICO SCHOOL OF PUBLIC HEALTH

/ / (8)

1. Sex: 1 ☐ Male 2 ☐ Female

/ / (9 10)

2. Year of Birth: 1 9 _ _

/ / (11)

3. Are you currently a citizen of the U.S. or holder of a U.S. permanent resident visa? (CHECK ONLY ONE OPTION.)

/ / (12 13)

1 ☐ If YES, what is your state of legal residence? _____

/ / (14 15)

2 ☐ If NO, what is your country of citizenship? _____

4. Other than yourself, how many people are dependent on you for 50% or more of support?

/ / (16)

☐ None

Please specify number: _____

5. Race/ethnic:

/ / (17)

Race/ethnic designations as used by the School of Public Health do not denote scientific definitions of anthropological origins. Please select the group to which you feel you belong or identify with. (CHECK ONLY ONE GROUP.)

1 ☐ American Indian or Alaskan Native – Pertains to descendents of the original peoples of North America.

2 ☐ Hawaiian – Pertains to descendents of the original peoples of Hawaii.

3 ☐ Asian or Pacific Islander – Pertains to descendents of the original peoples of the Far East, Southeast Asia or the Pacific Islands, excluding Hawaii. For example, this area includes China, Japan, Korea, the Philippine Islands and Samoa.

4 ☐ Black, not of Hispanic Origin – Pertains to descendents of any of the Black racial groups.

5 ☐ Hispanic – Pertains to descendents of the original peoples of Spain, Mexico, Puerto Rico, Cuba, Central or South America or peoples of other Portuguese or Spanish culture, regardless of race.

6 ☐ White, not of Hispanic Origin – Pertains to descendents of the original peoples of Europe, North Africa, the Middle East or the Indian Subcontinent.

6. What degrees do you hold? If you hold a foreign academic or professional degree, check the box which most nearly represents its American equivalent. If you are unsure of what that is, enter degree under "Other (SPECIFY)." (PLEASE CHECK THE APPROPRIATE BOX FOR EACH DEGREE THAT YOU HOLD, INCLUDING BACHELORS).

☐ None / (18)

☐ Bachelors / (19)

☐ Degree in Nursing / (20)

☐ Masters from a School of Public Health / (21)

☐ Masters from a non-School of Public Health / (22)

☐ Doctorate from a School of Public Health / (23)

☐ Doctorate, other than M.D. or D.D.S., from a non-School of Public Health / (24)

☐ M.D. / (25)

☐ D.D.S. / (26)

☐ Other (SPECIFY): _____ / (27)

7. Please indicate the calendar year your last degree was awarded: / / (28 29)

1 9 _ _

8. Please indicate the program in which you are presently enrolled or accepted for study by the School of Public Health. (CHECK ONLY ONE.) / / (30 31)

DEGREE PROGRAM

1 ☐ Bachelors

Masters

2 ☐ Public Health (M.P.H.)
3 ☐ Science Public Health (M.S.P.H.)
4 ☐ Science (M.S.)
5 ☐ Science Hygiene (M.S. Hygiene)
6 ☐ Hospital Administration (M.H.A.)
7 ☐ Health Services Administration (M.H.S.A.)
8 ☐ Health Sciences (M.H.S.)
9 ☐ International Health (M.I.H.)
10 ☐ Industrial Health (M.I.H.)
11 ☐ Public Health and Tropical Medicine (M.P.H./T.M.)
12 ☐ Science Environmental Engineering (M.S.E.E.)
13 ☐ Other Masters

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– CONTINUED ON PAGE 2 –

STUDENT STATISTICAL FORM – PAGE 2

/1/8/ / / / / ID
1 2 3 4 5

/1/5/ School ID
6 7

8. (Continued):

Doctoral

14 ☐ Public Health (Dr.P.H.)
15 ☐ Philosophy (Ph.D.)
16 ☐ Science (Sc.D.)
17 ☐ Health Sciences (D.H.Sc.)
18 ☐ Other Doctorate _____
19 ☐ Joint M.D./M.P.H.

NON-DEGREE PROGRAM

20 ☐ Post Doctoral, No Degree
21 ☐ Special Student
22 ☐ Other

/ / 32 33

9. Month and Year in which you first enrolled in your current degree program:

/ / 34 35

☐☐ Month 1 9 ☐☐ Year

/ / 36 37

10. Please check the department or area of specialization in which you will concentrate most of your course work. (CHECK ONLY ONE.)

1 ☐ Behavioral and Social Sciences
2 ☐ Biomedical Laboratory Science
3 ☐ Biostatistics
4 ☐ Dental Public Health
5 ☐ Dietetics
6 ☐ Environmental Health
7 ☐ Epidemiology
8 ☐ Gerontology
9 ☐ Health Administration
10 ☐ Health Planning
11 ☐ Health Policy Analysis and Planning
12 ☐ Hospital Administration
13 ☐ International Health
14 ☐ Maternal and Child Health
15 ☐ Mental Health
16 ☐ Nutrition
17 ☐ Occupational Health
18 ☐ Population Studies
19 ☐ Public Health Education
20 ☐ Public Health Nursing
21 ☐ Public Health Social Work
☐ Other (SPECIFY): _____

11. From what source(s) do you obtain funds for meeting educational costs and living expenses during this academic year? (CHECK AS MANY AS APPLY.)

Instructions: The following are methods by which students finance their education. "Traineeship, Fellowship, Scholarship, Grant" should be checked if you are receiving support that has no payback requirement beyond the possibility of working in the field for a specified period of time. "Subsidization by employer" should be checked if you are receiving financial assistance by agreement from an employer for whom you worked prior to entry into the School of Public Health. The remaining items listed are self-explanatory.

☐ Traineeship, Fellowship, Scholarship, Grant (If uncertain, check with the School administration.) / / 38
☐ Subsidization by employer (PLEASE ANSWER QUESTION 12.) / / 39
☐ Veterans Educational Benefits / / 40
☐ Full-time employment during school year / / 41
☐ Part-time employment during school year / / 42
☐ Loans / / 43
☐ Immediate Family or Relatives (includes working spouse) / / 44
☐ Personal Savings / / 45

12. If you checked employer subsidy in question 11, please indicate the type of support being provided. (CHECK ALL THAT APPLY.)

☐ Full salary / / 46
☐ Partial salary / / 47
☐ Tuition and fees / / 48
☐ Books, supplies / / 49
☐ Transportation / / 50
☐ Allowance for living expenses / / 51
☐ Other / / 52

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– CONTINUED ON PAGE 3 –

/1/8/ / / / ID
1 2 3 4 5

/1/5/ School ID
6 7

/ / / / /
53 54 55 56

13. What was your professional category prior to entering your public health training? (CHECK ONLY ONE.)

Health Sciences (1)
1 ☐ Audiologist
2 ☐ Dental Hygienist
3 ☐ Dentist
4 ☐ Dietitian
5 ☐ Epidemiologist
6 ☐ Nurse
7 ☐ Nutritionist
8 ☐ Occupational Therapist
9 ☐ Optometrist
10 ☐ Pharmacist
11 ☐ Physical Therapist
12 ☐ Physician
13 ☐ Podiatrist
14 ☐ Radiation Therapist
15 ☐ Rehabilitation Therapist
16 ☐ Respiratory Therapist
17 ☐ Speech Therapist
18 ☐ Veterinarian

Biological Sciences (2)
19 ☐ Bacteriologist
20 ☐ Biologist
21 ☐ Entomologist
22 ☐ Laboratory Scientist
23 ☐ Medical Technologist
24 ☐ Microbiologist
25 ☐ Parasitologist
26 ☐ Physiologist
27 ☐ Virologist
28 ☐ Zoologist

Mathematical/Statistical Sciences (3)
29 ☐ Accountant
30 ☐ Biostatistician
31 ☐ Demographer
32 ☐ Mathematician
33 ☐ Statistician

Chemical Sciences (4)
34 ☐ Biochemist
35 ☐ Chemist
36 ☐ Toxicologist

13. (Continued):

Information Systems/Data Management Sciences (5)
37 ☐ Computer Programmer/Data Processor
38 ☐ Information Systems Specialist
39 ☐ Librarian
40 ☐ Medical Record Administrator

Physical Sciences (6)
41 ☐ Geologist
42 ☐ Health Physicist
43 ☐ Physicist

Social/Behavioral Sciences (7)
44 ☐ Anthropologist
45 ☐ Psychologist
46 ☐ Social Worker
47 ☐ Sociologist

Environmental Sciences (8)
48 ☐ Architect
49 ☐ Engineer
50 ☐ Environmental Scientist
51 ☐ Industrial Hygienist
52 ☐ Sanitarian

Administration and Planning (9)
53 ☐ Administrator
54 ☐ Economist
55 ☐ Health Planner
56 ☐ Health Services Administrator
57 ☐ Hospital Administrator
58 ☐ Lawyer
59 ☐ Planner

Education/Health Education (10)
60 ☐ Educator
61 ☐ Health Educator

Other (11)
62 ☐ Clergyman
63 ☐ Historian
64 ☐ Journalist
65 ☐ Political Scientist
☐ Other (SPECIFY): _____
66 ☐ Student – No Professional Category

7/78

– CONTINUED ON PAGE 4 –

DCI 77

STUDENT STATISTICAL FORM – PAGE 4

/1/8/ /_/_/_/ ID
1 2 3 4 5

/1/5/ School ID
6 7

14. Since completing your Bachelor's degree program (or equivalent) how many years have you spent in the following? (NOTE: Part-time work or part-time education and training should be added to arrive at a total of months or years. Round all answers to the nearest whole year. Six months or less is "0.")

/_/ 57 (a) Post-Bachelor (or equivalent) education or training including course work and related internship (residency) or field work.

_____ YEARS

/_/ 58 (b) Work in a health agency, training institution, or health setting.

_____ YEARS

/_/ 59 (c) Work in other than a health setting.

_____ YEARS

/_/ 60 15. If you have been employed in a health agency, training institution or other health setting, in what type of agency were you last employed?

1. ☐ Federal government
2. ☐ State government
3. ☐ Local government
4. ☐ Foreign government
5. ☐ Voluntary, not for profit
6. ☐ Proprietary
7. ☐ University
8. ☐ Other

THE REMAINING QUESTIONS WILL BE COMPLETED BY YOUR SCHOOL

16a. Is the student enrolled full-time or part-time during this term? (Use School's definition of full-time.)

/_/ 61 1 ☐ Full-time 2 ☐ Part-time

16b. If the student is enrolled part-time, what percent of a full-time course load is he/she enrolled during this term?

/_/_/ 62 63 _____ PERCENT

17. If the student is receiving funds for tuition and/or living expenses from traineeships, fellowships, scholarships, or grants this semester or quarter, indicate sources of funds. (CHECK ALL THAT APPLY.)

FEDERAL

☐ General Purpose Public Health Service Traineeship Programs /_/ 64

☐ Special Purpose Public Health Service Traineeship Programs /_/ 65

☐ Other Public Health Service Traineeship Programs (e.g., MCH, Population Planning, Comprehensive Planning, etc.). PLEASE SPECIFY: /_/ 66

_____

☐ Agency for International Development /_/ 67

☐ Other Federal Agency (e.g., EPA, DOT, DOD, NSF). PLEASE SPECIFY: /_/ 68

_____

NON-FEDERAL

☐ State Governmental Agency /_/ 69

☐ Local Governmental Agency /_/ 70

☐ Private Organization or Foundation /_/ 71

☐ School of Public Health or University (including work study grants, research assistantships and graduate assistantships) /_/ 72

☐ Foreign Government /_/ 73

☐ WHO Fellowship /_/ 74

☐ PAHO Fellowship /_/ 75

☐ Other /_/ 76

7/78

Form 3

NAME OF STUDENT: _____ (Last) _____ (First)

STUDENT STATISTICAL FORM

The following information is requested so that the School of Public Health can demonstrate its role in meeting national health manpower needs. The information you provide will be used to develop statistics. Your individual responses will be kept confidential. Your care and attention in completing the form accurately will be greatly appreciated.

/ 1 / 0 / / / / (1 2 3 4 5) For Office Use Only

/ 1 / 3 / (6 7) SCHOOL: UNIVERSITY OF OKLAHOMA COLLEGE OF HEALTH

/ / (8)

1. Sex: 1 [] Male 2 [] Female

/ / (9 10)

2. Year of Birth: / 1 / 9 / / /

/ / (11)

3. Are you currently a citizen of the U.S. or holder of a U.S. permanent resident visa? (CHECK ONLY ONE OPTION.)

/ / / (12 13)

1 [] If YES, what is your state of legal residence?

_____

/ / / (14 15)

2 [] If NO, what is your country of citizenship?

_____

/ / (16)

4. Race/ethnic:

Race/ethnic designations as used by the School of Public Health do not denote scientific definitions of anthropological origins. Please select the group to which you feel you belong or identify with. (CHECK ONLY ONE GROUP.)

1 [] American Indian or Alaskan Native - Pertains to descendents of the original peoples of North America.

2 [] Hawaiian - Pertains to descendents of the original peoples of Hawaii.

3 [] Asian or Pacific Islander - Pertains to descendents of the original peoples of the Far East, Southeast Asia or the Pacific Islands, excluding Hawaii. For example, this area includes China, Japan, Korea, the Philippine Islands and Samoa, or the Indian Subcontinent.

4 [] Black, not of Hispanic Origin - Pertains to descendents of any of the Black racial groups.

5 [] Hispanic - Pertains to descendents of the original peoples of Spain, Mexico, Puerto Rico, Cuba, Central or South America or peoples of other Portuguese or Spanish culture, regardless of race.

6 [] White, not of Hispanic Origin - Pertains to descendents of the original peoples of Europe, North Africa, the Middle East.

5. What degrees do you hold? If you hold a foreign academic or professional degree, check the box which most nearly represents its American equivalent. If you are unsure of what that is, enter degree under "Other (SPECIFY)." (PLEASE CHECK THE APPROPRIATE BOX FOR EACH DEGREE THAT YOU HOLD, INCLUDING BACHELORS).

/ / (17) [] None

/ / (18) [] Bachelors

/ / (19) [] Degree in Nursing

5. Continued

[] Masters from a School of Public Health / / (20)

[] Masters from a non-School of Public Health / / (21)

[] Doctorate from a School of Public Health / / (22)

[] Doctorate, other than M.D., O.D., or D.D.S., from a non-School of Public Health / / (23)

[] M.D. / / (24)

[] O.D. / / (25)

[] D.D.S. / / (26)

[] Other (SPECIFY): _____ / / (27)

6. Please indicate the calendar year your last degree was awarded: / / / (28 29)

/ 1 / 9 / / /

7. Please indicate the program in which you are presently enrolled or accepted for study by the School of Public Health. (CHECK ONLY ONE.) / / / (30 31)

DEGREE PROGRAM

1 [] Bachelors

Masters

2 [] Public Health (M.P.H.)
3 [] Science Public Health (M.S.P.H.)
4 [] Science (M.S.)
5 [] Science Hygiene (M.S. Hygiene)
6 [] Hospital Administration (M.H.A.)
7 [] Health Services Administration (M.H.S.A.)
8 [] Health Sciences (M.H.S.)
9 [] International Health (M.I.H.)
10 [] Industrial Health (M.I.H.)
11 [] Public Health and Tropical Medicine (M.P.H./T.M.)
12 [] Science Environmental Engineering (M.S.E.E.)
13 [] Other Masters

Doctoral

14 [] Public Health (Dr. P.H.)
15 [] Philosophy (Ph.D.)
16 [] Science (Sc.D.)
17 [] Health Sciences (D.H.Sc.)
18 [] Other Doctorate
19 [] Joint M.D./M.P.H.

NON-DEGREE PROGRAM

20 [] Post Doctoral, No Degree
21 [] Special Student
22 [] Other

STUDENT STATISTICAL FORM - PAGE 2

/1/0/ / / /ID
1 2 3 4 5

/1/3/ School ID
6 7

/ / /
32 33

8. Month and Year in which you first enrolled in your current degree program:

/ / / Month /1/9/ / /Year

/ / /
34 35

/ / /
36 37

9. Month and Year in which you expect to graduate from your current degree program.

/ / /Month /1/9/ / /Year

/ / /
38 39

10. Please check the interest area which you will concentrate most of your course work. (CHECK ONLY ONE.)

Area Specialization	Interest Area
(1) Biostatistics	11 [] Biostatics 12 [] Demography 13 [] Biometry 14 [] Biomathematics 15 [] Health Data Systems
(2) Epidemiology	21 [] Epidemiology 22 [] Infectious Disease Epi. 23 [] Chronic Disease Epi.
(3) Health Services Administration	31 [] Health Services Adm. 32 [] Health Planning 33 [] Health Policy 34 [] Public Health Adm. 35 [] Health Facilities Adm.
(4) Public Health Practice & Program Management	41 [] Maternal and Child Health 42 [] Mental Health 43 [] Public Health Dentistry 44 [] Public Health 45 [] Gerontology
(5) Health Education	50 [] Health Education 51 [] Public Health Education 52 [] School Health Education
(6) Environmental Sciences	61 [] Air Pollution Control 62 [] Radiological Health 63 [] Environmental Health 64 [] Environmental Management 65 [] Sanitation 66 [] Water Quality 67 [] Environmental Chemistry 68 [] Environmental Physics 69 [] Air Pollution
(7) Occupational Safety and Health	71 [] Occupational Health 72 [] Industrial Hyg. & Safety 73 [] Occupational Medicine
(8) Nutrition	81 [] Nutrition Science 82 [] Public Health Nutrition 83 [] Biochemistry 84 [] Community Nutrition
(9) Biomedical and Laboratory Sciences	91 [] Microbiology 92 [] Immunology 93 [] Parasitology 94 [] Laboratory Practice 95 [] Pathobiology 96 [] Virology
(0) Other Areas of Specialization	01 [] Population Studies 02 [] International Health 03 [] Behavioral Sciences 04 [] Family Planning
Other	07 [] SPECIFY _____

/ / /
40 41

11. From what source(s) do you obtain funds for meeting educational costs and living expenses during this academic year? (CHECK AS MANY AS APPLY.)

Instructions: The following are methods by which students finance their education. "Traineeship, Fellowship, Scholarship, Grant" should be checked if you are receiving support that has no payback requirement beyond the possibility of working in the field for a specified period of time. "Subsidization by employer" should be checked if you are receiving financial assistance by agreement from an employer for whom you worked prior to entry into the School of Public Health. The remaining items listed are self-explanatory.

[] Traineeship, Fellowship, Scholarship, Grant (If uncertain, check with the School administration. / / 42

[] Subsidization by employer / / 43

[] Veterans Educational Benefits / / 44

[] Full-time employment during school year / / 45

[] Part-time employment during school year / / 46

[] Loans / / 47

[] Immediate Family or Relatives (includes working spouse) / / 48

[] Personal Savings _____ / / 49

Oct. 80

/ 1 / 0 / / / / ID
1 2 3 4 5

/ 1 / 3 / School ID
6 7

/ / / / /
50 51 52 53

12. What was your professional category prior to entering your public health training? (CHECK ONLY ONE.)

Health Sciences (1)
1 [] Audiologist
2 [] Dental Hygienist
3 [] Dentist
4 [] Dietitian
5 [] Epidemiologist
6 [] Nurse
7 [] Nutritionist
8 [] Occupational Therapist
9 [] Optometrist
10 [] Pharmacist
11 [] Physical Therapist
12 [] Physician
13 [] Podiatrist
14 [] Radiation Therapist
15 [] Rehabilitation Therapist
16 [] Respiratory Therapist
17 [] Speech Therapist
18 [] Veterinarian

Biological Sciences (2)
19 [] Bacteriologist
20 [] Biologist
21 [] Entomologist
22 [] Laboratory Scientist
23 [] Medical Technologist
24 [] Microbiologist
25 [] Parasitologist
26 [] Physiologist
27 [] Virologist
28 [] Zoologist

Mathematical/Statistical Sciences (3)
29 [] Accountant
30 [] Biostatistician
31 [] Demographer
32 [] Mathematician
33 [] Statistician

Chemical Sciences (4)
34 [] Biochemist
35 [] Chemist
36 [] Toxicologist

12. (Continued):

Information Systems/Data Management Sciences (5)
37 [] Computer
38 [] Information Systems Specialist
39 [] Librarian
40 [] Medical Record Administrator

Physical Sciences (6)
41 [] Geologist
42 [] Health Physicist
43 [] Physicist

Social/Behavioral Sciences (7)
44 [] Anthropologist
45 [] Psychologist
46 [] Social Worker
47 [] Sociologist

Environmental Sciences (8)
48 [] Architect
49 [] Engineer
50 [] Environmental Scientist
51 [] Industrial Hygienist
52 [] Sanitarian

Administration and Planning (9)
53 [] Administrator
54 [] Economist
55 [] Health Planner
56 [] Health Services Administrator
57 [] Hospital Administrator
58 [] Lawyer
59 [] Planner

Education/Health Education (10)
60 [] Educator
61 [] Health Educator

Other (11)
62 [] Clergyman
63 [] Historian
64 [] Journalist
65 [] Political Scientist
[] Other (SPECIFY): _____
66 [] Student - No Professional Category

/1/0/ / / / ID
1 2 3 4 5

/1/3/ School ID
6 7

13. Since completing your Bachelor's degree program (or equivalent) how many years have you spent in the following? (NOTE: Part-time work or part-time education and training should be added to arrive at a total of months or years. Round all answers to the nearest whole year. Six months or less is "0.")

/ / 54 (a) Post-Bachelor (or equivalent) education or training including course work and related internship (residency) or field work.

_____ YEARS

/ / 55 (b) Work in a health agency, training institution, or health setting.

_____ YEARS

/ / 56 (c) Work in other than a health setting.

_____ YEARS

/ / 57 14. If you have been employed in a health agency, training institution or other health setting, in what type of agency were you last employed?

1 [] Federal government
2 [] State government
3 [] Local government
4 [] Foreign government
5 [] Voluntary, not for profit
6 [] Proprietary
7 [] University
8 [] Other

THE REMAINING QUESTIONS WILL BE COMPLETED BY YOUR SCHOOL

15a. Is the student enrolled full-time or part-time during this term? (Use School's definition of full-time.)

/ / 58 1 [] Full-time 2 [] Part-time

15b. If the student is enrolled part-time, what percent of a full-time course load is he/she enrolled during this term?

/ / / 59 60 _____ PERCENT

16. If the student is receiving funds for tuition and/or living expenses from traineeships, fellowships, scholarships or grants this semester or quarter, indicate sources of funds. (CHECK ALL THAT APPLY.)

FEDERAL

[] General Purpose Public Health Service Traineeship Programs / / 61

[] Special Purpose Public Health Service Traineeship Programs / / 62

[] Other Public Health Service Traineeship Programs (e.g., MCH, Population Planning, Comprehensive Planning, etc.). PLEASE SPECIFY: / / 63

[] Agency for International Development / / 64

[] Other Federal Agency (e.g., EPA, DOT, DOD, NSF). PLEASE SPECIFY: / / 65

NON-FEDERAL

[] State Governmental Agency / / 66

[] Local Governmental Agency / / 67

[] Private Organization or Foundation / / 68

[] School of Public Health or University (including work study grants, research assistantships and graduate assistantships) / / 69

[] Foreign Government / / 70

[] WHO Fellowship / / 71

[] PAHO Fellowship / / 72

[] Other / / 73

Form 4

NOTE: See instruction sheet and follow carefully. Complete and submit this form at the time trainee enters training, is reappointed, or the reported appointment is amended. Return Institute/Division copy, green copy, and DRG Statistical copy to the PHS Awarding component. For National Research Service Award (T32) trainees, a signed payback agreement must accompany this form on new and reappointments. PLEASE USE TYPEWRITER.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service

STATEMENT OF APPOINTMENT OF TRAINEE

1. Type	Activity	I/D Serial No.	LEAVE BLANK

2. TYPE OF ACTION (Check one type)
☐ New Appointment (NOT previously supported by this grant)
☐ REAPPOINTMENT (Previously supported by this grant)
☐ AMENDMENT OF ITEMS CHECKED ☐ 3 ☐ 4 ☐ 16 ☐ 18

3. NAME OF TRAINEE (Last, first, initial)

4. PERMANENT MAILING ADDRESS

5. SOCIAL SECURITY NO.

6. SEX ☐ F ☐ M

7. Birthdate (Mo.day,yr.)

8. U.S. Citizen or U.S. Noncitizen National ☐ Yes
OR
Permanent Resident of U.S. ☐ Yes
(See instructions)

9. PRIOR NRSA SUPPORT (Individual or Institutional)
☐ Yes ☐ No (If YES, See Instructions)

10. EDUCATION - AFTER HIGH SCHOOL (Include all academic and professional education. For foreign degrees, give U.S. equivalent.)

NAME OF INSTITUTION, DEPARTMENT & LOCATION	Month and Year Attended		Degree(s) Received		MAJOR FIELD	MINOR FIELD
	From	To	Degree	Mo. & Yr.		
(Most recent)						

11. EMPLOYMENT - AFTER COLLEGE (Include military service, internships and residencies)

NAME AND LOCATION OF EMPLOYER	OCCUPATION OR POSITION TITLE	FROM Mo. & Yr.	TO Mo. & Yr.
(Most recent)			

12. Names of Specialty Boards:

12A. Seeking Certification For

12B. Certified by (Include date of certification)

13A. Is Trainee Seeking a Degree?
☐ Yes ☐ No

13B. Degree(s) Sought

13C. Month and Year Expected

14A. Discipline, Specialty or Field of Proposed Training

14B. Subdiscipline or Subspecialty of Proposed Training

15. Will this Training be taken in an Institution, School, Department other than that entered in Item 19?
☐ Yes ☐ No If "Yes," give complete name and address

16. Period of this Appointment (Month, day, year)
From Thru

17. Approximate percent of trainee's time on this appointment
☐ 100% ☐ 75% ☐ 50% ☐ 25%

19. This trainee is qualified for the proposed training and is eligible to receive financial support from this grant for the period specified above. A copy of this appointment form will be given to trainee.

Signature of Program Director | Date

Typed Name of Program Director

School | Department

Name and Address of Institution (Street, city, state, zip code)

18. TRAINING SUPPORT FOR PERIOD OF APPOINTMENT

TYPE	This Grant (omit cents) TOTAL	This Grant (omit cents) MONTHLY	Other Sources
Stipend	$	$	$
Tuition & fees	(est)	XXXXXXXXXX	
Travel (est.)		XXXXXXXXXX	
TOTAL	$	XXXXXXXXXX	$

20. I certify that the statements herein are true and complete to the best of my knowledge, and that I will comply with all applicable Public Health Service terms and conditions governing my appointment. (A willfully false certification is a criminal offense. U.S.Code, Title 18, Section 1001.)

Signature of Trainee | Date

PHS 2271
Rev. 8/78

INSTITUTE/DIVISION COPY

Form Approved
OMB No. 68-R1162

Form 5

Addendum to Statement of Appointment of Trainee

Please complete the following information for each "Statement of Appointment of Trainee" form and attach to form.

1. Please indicate the race/ethnic background of trainee:

- ☐ Asian/Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ White, not of Hispanic Origin
- ☐ Hispanic
- ☐ American Indian/Alaskan Native
- ☐ Other (specify) _____

2. Please indicate if trainee was enrolled as a full-time student, part-time student or was both full-time and part-time during this award period:

- ☐ Entirely Part-time (less than 9 credit hours per term)
- ☐ Entirely Full-time (9 credit hours or more per term)
- ☐ Both Part-time and Full-time

3. Please indicate if and when trainee graduated or is expected to graduate:

- ☐ Graduated
  Date _____
- ☐ Expected to Graduate
  Date _____
- ☐ Did not Graduate or is not Expected to Graduate

Form 6

Health Administration Program Aggregate Data Form

The following questionnaire seeks to gather detailed information on a sample of students who entered your program in the fall of 1978, 1979 and 1980. Please select a random sample of entry-level students for each year listed based on the enrollment figures specified below:

- If you enrolled 50 students or more per entry-level class in the fall of 1978, 1979 and 1980, select a random sample of 20% of the students from each entry-level class and provide information requested for each sample.
- If you enrolled less than 50 students per entry-level class in the fall of 1978, 1979 and 1980, select a random sample of 10 students from each entry-level class and provide information requested for each sample.

	Sample of Entry-level Class Fall 1978		Sample of Entry-level Class Fall 1979		Sample of Entry-level Class Fall 1980	
	Master's	Doctoral	Master's	Doctoral	Master's	Doctoral
1. Indicate the number of students in the sample:	_____	_____	_____	_____	_____	_____
2. Of the students listed on line 1, indicate the number of full-time students (full-time status is 9 credit hours or more per term):	_____	_____	_____	_____	_____	_____
3. Of the students listed on line 1, indicate the number of part-time students (part-time status is less than 9 credit hours per term):	_____	_____	_____	_____	_____	_____
4. What was the academic attrition rate for students listed on line 1 for each academic year?	_____	_____	_____	_____	_____	_____

	Sample of Entry-Level Class Fall 1978		Sample of Entry-level Class Fall 1979		Sample of Entry-level Class Fall 1980	
	Master's	Doctoral	Master's	Doctoral	Master's	Doctoral
5. How many of the students listed on line 1 entered your program directly from an undergraduate program?	_____	_____	_____	_____	_____	_____
6. What was the average age of students listed on line 1?	_____	_____	_____	_____	_____	_____
7. Of the students listed on line 1, how many had at least three years work experience in the health field prior to entering your program?	_____	_____	_____	_____	_____	_____
8. Of the students listed on line 1, indicate the number who held a post-baccalaureate degree prior to entering your program?	_____	_____	_____	_____	_____	_____
9. How many of the students listed on line 1 had <u>either or both</u> a postbaccalaureate degree and/or at least three years health-related work experience?	_____	_____	_____	_____	_____	_____

Form 7

School of Public Health Aggrega

Please provide the following information on gra
your school in 1978-79, 1979-80 and 1980-81 aca

	1978-79 Master's	1978-79 Doctoral	M
1. Indicate the number of students enrolled in the degree program(s):	_____	_____	
2. Please estimate the academic attrition rate for students listed on line 1 for each academic year:	_____	_____	
3. Please estimate the academic attrition rate for students receiving traineeships under Section 748 of the Public Health Service Act who satisfied the priority requirements*:	_____	_____	
4. Please estimate the academic attrition rate for students receiving traineeships under Section 748 who did not satisfy the priority requirements:	_____	_____	

*Priority requirements consist of at least three years
and/or a previous postbaccalaureate degree.

Form 7

Health Aggregate Data Form

ormation on graduate students enrolled in
and 1980-81 academic years.

-79	Academic Year 1979-80		1980-81	
Doctoral	Master's	Doctoral	Master's	Doctoral
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

east three years health-related work experience
egree.

Name of Institution: _____

Department or Office: _____

Form 8

Survey of Policy Issues and Operational Factors Relating to Traineeship Awards

Multiple copies of this form are enclosed for the use of schools of public health. Please distribute to administrators in all departments and/or offices that are involved in the decisions regarding the distribution of traineeship awards under Section 748 of the Public Health Service Act. If only one award system applies to the entire school of public health, please complete one form.

1. Does your school (department) or program utilize traineeship funds for the purpose of recruiting students? If funds are used for this purpose, what type of individuals are you most interested in attracting (e.g., practicing professionals, minorities)? If you did not use funds for recruitment purposes, specify reasons for not using monies in this way.

_____

_____

_____

_____

_____

_____

2. What criteria does your school (department) or program use to determine which students receive traineeship awards? How important is previous academic performance and financial need to your determination?

_____

_____

_____

_____

_____

_____

3. What effect does the availability of traineeship awards have on the way in which other forms of financial aid are distributed by your school (department) or program?

4. In your opinion, what effects do you think the traineeship priority requirements have on the numbers of minorities, women and practicing health professionals who apply to your school (department) or program? What effects do you think it has on the number who are admitted?

5. If traineeship funds were not available would it make a significant difference in the number of students who apply, are admitted, enroll and graduate in your school (department) or program? Would it make a significant difference in the number of minorities, women or practicing professionals who apply, are admitted, enroll and graduate in your school (department) or program? Are there any other categories of students that would be significantly effected?

6. Describe how your school (department) or program distributes traineeship awards in terms of size and number of awards made. For example, some schools (departments) and programs may try to distribute some portion of money to all eligible students, while other schools (departments) or programs may distribute traineeship monies to only a few select students.

(This Question to be Completed by Health Administration Programs and Departments of Health Administration in Schools of Public Health.)

7. In distributing traineeship awards, do you attempt to direct students into particular areas of study and/or career. For example, would you be more likely to award traineeships to students who were interested in pursuing a course of study and/or career in administration of a nursing home, an ambulatory care center or mental health facility as opposed to a hospital?

Appendix B

Letter to Deans of Schools of Public Health

[Address]

Dear [Name]

We would like to request your participation in a data collection effort regarding recipients of traineeship awards under Section 748 of the Public Health Service Act. Section 748 (b)(3) states that the applicants for traineeship grants will make assurances that at least a specified percentage of traineeship funds will be distributed to students with previous postbaccalaureate degrees or three years work experience in the health field. The data we seek to collect will be used to test the effects of these priority requirements on the characteristics of students admitted and enrolled in schools of public health . Additionally, we will be asking you to comment on your school's policies and procedures relative to the distribution of traineeship funds.

We would like to request that you as Dean of the School of Public Health appoint someone from your school who has been involved in the distribution of traineeship awards on an administrative level to coordinate the data collection effort.

The first phase of the data collection procedure consists of completing a brief aggregate data form on students in your school for the academic years 1978-79, 1979-80 and 1980-81. The second phase of this data collection effort consists of completing an open-ended questionnaire on operational factors and policy issues related to the distribution of traineeship awards. We have included multiple copies of the open-ended questionnaire to be completed by all offices and/or departments involved in the decisions regarding the distribution of traineeship awards. Your comments on this questionnaire will be particularly useful in developing a more in-depth study of selected schools of public health policies and perspectives on traineeship grants and accompanying postbaccalaureate degree and work experience requirements.

Enclosed are the survey instruments and instructions for completing and compiling data forms. The data you supply will be of considerable importance to the Division of Associated Health Professions in assessing the value of priority requirements and traineeship monies to schools of public health. While your participation is voluntary, we sincerely encourage your participation to ensure completeness of the study.

Letter to Directors of Programs in Health Administration

[Address]

Dear [Name]

We would like to request your participation in a data collection effort regarding recipients of traineeship awards under Section 749 of the Public Health Service Act. Section 749 (b)(3) states that the applicants for traineeship grants will make assurances that at least 80% of traineeship funds will be distributed to students with previous postbaccalaureate degrees or three years work experience in the health field. The data we seek to collect will be used to test the effects of these priority requirements on the characteristics of students admitted and enrolled in programs in health administration. Additionally, we will be asking you to comment on your program's policies and procedures relative to the distribution of traineeship funds.

We would like to request that you as Director of the Program in Health Administration appoint someone from your program who has been involved in the distribution of traineeship awards on an administrative level to coordinate the data collection effort.

The data collection procedure consists of reproducing copies of the Statement of Appointment of Trainee or comparable forms for all students receiving traineeships in academic years 1978-79, 1979-80 and 1980-81 plus supplying a small amount of additional data on each trainee. In addition, we are requesting aggregate data on a sample of students in your program for the academic years listed above.

The final phase of this data collection effort consists of completing an open-ended questionnaire on operational factors and policy issues related to the distribution of traineeship awards. Your comments on this questionnaire will be particularly useful in developing a more in-depth study of selected programs in health administration policies and perspectives on traineeship grants and accompanying postbaccalaureate degree and work experience requirements.

Enclosed are the survey instruments and instructions for completing and compiling data forms. The data you supply will be of considerable importance to the Division of Associated Health Professions in assessing the value of priority requirements and traineeship monies to programs in health administration. While your participation is voluntary, we sincerely encourage your participation to ensure completeness of the study.

Guide to Collection and Compilation of Data for Schools of Public Health and Programs in Health Administration

The following instructions are designed to serve as a guide for collecting and compiling data which will be used to 1) test the effects of the requirements legislated under Section 748 (749) of the Public Health Service Act that a specified percentage of traineeship funds be distributed to students with previous postbaccalaureate degrees or three years work experience in the health field, 2) examine school (program) policies and procedures relative to the distribution of traineeship funds. The packet of materials sent to you should include the following:

- Addendum to the Statement of Appointment of Trainee (Programs in health administration only)
- School of Public Health (Program in Health Administration) Aggregate Data Form
- Survey of Policy Issues and Operational Factors Relating to Traineeship Awards

In addition to completing the survey instruments listed above, we request that programs in health administration make copies of the Statement of Appointment of Trainee or comparable forms completed for each student receiving a traineeship. Please observe the following procedures for completing survey instruments and submitting data:

1. Make copies of all Statement of Appointment of Trainee or forms containing comparable information for trainees awarded funds during the grant project/budget periods 1978-79, 1979-80 and 1980-81. Names, addresses and social security numbers should be removed from forms to preserve the privacy of students receiving awards. (Programs in health administration only)

2. Complete and attach an Addendum to each Statement of Appointment of Trainee form. Full-time is defined as nine credit hours or more per semester. (Programs in health administration only)

3. In the upper right hand corner of each Statement of Appointment of Trainee, indicate the number 1, 2, or 3 according to the project/budget period funds were awarded to trainees. (Health administration programs only)

1 = Project/Budget Period 07/1/78 - 06/30/79
2 = Project/Budget Period 07/1/79 - 06/30/80
3 = Project/Budget Period 07/1/80 - 06/30/81

4. List separately from the forms above the name of each student who received a traineeship award and graduated in the spring of 1981. Specify if student satisfied the requirement of a previous postbaccalaureate degree and/or three years work experience in the health field. Names provided here will be used solely for linking traineeship recipient data with other collected sources of data and will be treated as confidential.

5. Complete School of Public Health (Program in Health Administration) Aggregate Data Form according to instructions attached to form.

6. The Survey of Policy Issues and Operational Factors Relating to Traineeship Awards should be completed by an administrator or administrators who have been involved in decisions regarding the distribution of traineeship awards in your school (program).

7. Upon completion of the data compilation procedures as outlined above, please return the following materials:

- Copies of Statement of Appointment of Trainee Forms or comparable forms and Addendum numbered by project/budget period. (Programs in health administration only)
- List of names of trainees graduating in 1981 and indication of whether or not they satisfied the postbaccalaureate degree and/or work experience requirement.
- School of Public Health (Health Administration Program) Aggregate Data Forms.
- Survey of Policy Issues and Operational Factors Related to Traineeship Awards.

Instructions for Completing Health
Administration Program Aggregate Data Form

Provided below is a brief explanation of the items contained on the Health Administration Aggregate Data Form. Items not listed are considered to be self-explanatory.

Items 2 and 3 Full-time status is defined as nine credit hours or more per term. Part-time is less than nine credit hours per term.

Item 5 A student entering directly from an undergraduate program would be, for example, someone who graduated from an undergraduate program in the spring of 1978 and entered your program in the fall of 1978.

Item 7 Indicate the number of students who had three or more years work experience in the health field prior to entering your program.

Item 8 Indicate the number of students who held a degree above a bachelor's (e.g., Master's, Ph.D., M.D., D.D.S.) prior to entering your program. Count each student only once per academic year even though he or she may hold more than one postbaccalaureate degree.

Instructions for Completing School of
Public Health Aggregate Data Form

Provided below is a brief explanation of items on the School of Public Health Aggregate Data Form. Items not listed are considered to be self-explanatory.

Item 2 Estimate the rate at which students withdrew from your school for academic reasons for each academic year.

Items 3 and 4 These items deal exclusively with students who received traineeships under Section 748 of the Public Health Service Act. Item 3 is concerned only with the estimated academic attrition rate of trainees who satisfied the requirement of three years work experience in the health field and/or a previous postbaccalaureate degree. Item 4 seeks information on academic attrition rates for trainees who did not satisfy the requirement of three years work experience in the health field or a previous postbaccalaureate degree.

"Statement of Appointment of Trainee"
and "Addendum" Coding Instructions

Item Number	Item Title	Column(s)	Code
None	Project Period	1	1 = Project/Budget Period 07/01/78-06/30/7 2 = Project/Budget Period 07/01/79-06/30/8 3 = Project/Budget Period 07/01/80-06/30/8
None	Program in Health Administration	2-3	01 = University of Alabama 03 = Arizona State University 06 = Boston University 08 = University of Chicago 09 = City University of New York 10 = University of Colorado 12 = Cornell University 13 = Duke University 14 = George Washington University 15 = Georgia State University 16 = Governors State University 18 = University of Iowa 25 = University of Missouri-Columbia 28 = Northwestern University 29 = Ohio State University 67 = Pennsylvania State University 32 = University of Pennsylvania 35 = Saint Louis University 36 = Temple University 38 = Trinity University 40 = Virginia Commonwealth University 41 = Washington University 42 = University of Washington-Seattle 43 = University of Wisconsin-Madison 44 = Xavier University

Item Number	Item Title	Column(s)	Code
None	Form Number	4-6	Enter sequential number of form 001-999
6	Sex	7	1 = female 2 = male
7	Date of Birth	8-9 10-11 12-13	Month - enter two digits representing month Day - enter two digits representing day Year - enter last two digits of year
8	Citenship	14-15	1 = U.S. Citizen or U.S. Non-citizen National 2 = Permanent Resident of U.S. 9 = No answer or unknown
10	Postbaccalaureate Degree	16	1 = Master's 2 = Doctorate (including LL.D., J.D.) 3 = M.D., D.D.S. 4 = Other 5 = None
10	Major Field of Most Recent Postbaccalaureate Degree	17-18	HUMANITIES 01 = Archaeology 02 = Architecture 03 = Art History 04 = Classical Languages 05 = Comparative Literature 06 = Dramatic Arts 07 = English 08 = Far Eastern Languages and Literature 09 = Fine Arts, Art, Design 10 = French 11 = German 12 = Italian 13 = Linguistics 14 = Music 15 = Near Eastern Languages and Literature 16 = Philosophy 17 = Religious Studies or Religion HUMANITIES (Cont.) 18 = Russian 19 = Spanish 20 = Speech SOCIAL SCIENCES 21 = American Studies 22 = Anthropology 23 = Business and Commerce 24 = Communications 25 = Economics 26 = Education (including M.A. in Teaching) 27 = Educational Administration 28 = Educational Psychology 29 = Geography 30 = Government-Political Science 31 = Guidance and Counseling 32 = History

Item Number	Item Title	Column(s)	Code
10	Major Field of Most Recent Postbaccalaureate Degree	17-18	SOCIAL SCIENCES (Cont.) 33 = Industrial Relations and Personnel 34 = International Relations 35 = Journalism 36 = Law 37 = Library Science 38 = Physical Education 39 = Psychology 40 = Public Administration 41 = Slavic Studies 42 = Social Psychology 43 = Social Work 44 = Sociology 45 = Urban Development (regional planning) BIOLOGICAL SCIENCES 46 = Agriculture 47 = Anatomy 48 = Audiology 49 = Bacteriology 50 = Biochemistry 51 = Biology 52 = Biophysics 53 = Botany 54 = Dentistry 55 = Entomology 56 = Forestry 57 = Genetics 58 = Home Economics 59 = Hospital and Health Services Administration 60 = Medicine 61 = Microbiology 62 = Nursing 63 = Nutrition 64 = Occupational Therapy BIOLOGICAL SCIENCES (Cont.) 65 = Optometry 66 = Osteopathy 67 = Parasitology 68 = Pathology 69 = Pharmacology 70 = Pharmacy 71 = Physical Therapy 72 = Physiology 73 = Public Health 74 = Veterinary Medicine 75 = Zoology PHYSICAL SCIENCES 76 = Applied Mathematics 77 = Astronomy 78 = Chemistry 79 = Computer Science 80 = Aeronautical Engineering 81 = Chemical Engineering 82 = Civil Engineering 83 = Electrical Engineering 84 = Industrial Engineering 85 = Mechanical Engineering 86 = Geology 87 = Mathematics 88 = Metallurgy 89 = Mining 90 = Oceanography 91 = Physics 92 = Statistics 98 = Other 99 = None or not specified
10	Other Postbaccalaureate Degree (1)	19	1 = Master's 2 = Doctorate 3 = M.D., D.D.S. 4 = None 9 = No Response

Item Number	Item Title	Column(s)	Code
10	Major Field of Other Postbaccalaureate Degree	20-21	Enter two-digit code for major field as listed above
10	Other Postbaccalaureate Degree (2)	22	1 = Master's 2 = Doctorate 3 = M.D., D.D.S. 4 = None 9 = No Response
10	Major Field of Other Postbaccalaureate Degree	23-24	Enter two-digit code for major field as listed above
11	Previous Years of Work Experience in Health Field	25	1 = Three or more years work experience in health field 2 = Less than three years work experience in health field 3 = No work experience in health field 9 = No Response

Addendum to Statement of Appointment of Trainee

Item Number	Item Title	Column(s)	Code
1	Race/Ethnic Background	26	1 = Asian/Pacific Islander 2 = Black, not of Hispanic Origin 3 = White, not of Hispanic Origin 4 = Hispanic 5 = American Indian/Alaskan 6 = Other 9 = Not Specified
2	Full-time/Part-time Status	27	1 = Entirely Full-time 2 = Entirely Part-time 3 = Both Full-time and Part-time 9 = No Response
3	Graduation Status	28	1 = Graduated 2 = Expected to Graduate 3 = Did not Graduate
3	Date of Graduation or Expected Graduation	29-30 31-33	Month - enter two-digits representing month Year - enter last two digits of year 999 = Not Indicated

Appendix C

AUPHA **Association of University Programs in Health Administration**
1755 Massachusetts Avenue, Suite 310, Washington, D.C. 20036
(202) 232-4197

1979 SURVEY OF HEALTH ADMINISTRATION STUDENTS' FIRST POSTGRADUATE EMPLOYMENT

The information requested in this survey will be utilized so that AUPHA can demonstrate the role of health administrators in meeting national manpower requirements. Your cooperation in completing this questionnaire is therefore important in demonstrating the placement patterns of entrants to the health administration profession. Information and/or reports generated from your responses will be in aggregate form and will not identify you personally.

1. Have you accepted employment subsequent to the completion of your graduate program in health administration? *(Circle only one response)*

   (1) Yes, I am employed or about to be employed (PROCEED TO QUESTION 2).

   (2) No, I am enrolling in a post-graduate educational program and will not seek full-time employment (PROCEED TO QUESTION 9).

   (3) No, I am not employed (PROCEED TO QUESTION 8).

2. List the following information for the position in which you are currently (or will be) employed:

   a. Position title: _____

   _____

   b. Name and address of organization, institution or association:

   _____

   _____

   _____

   c. Is your position: (Circle one)
      (1) Full-time employment (35 hours per week or more)
      (2) Part-time employment (less than 35 hours per week)

      ☐ Check if the above position is a post-graduate fellowship or residency.

   d. Specify the type of community in which you are employed: (Circle one)
      (1) Large city (population 500,000 or more)
      (2) Suburb of a large city
      (3) Moderate size city (population 50,000 to 500,000)
      (4) Suburb of a moderate size city
      (5) Small city (population 10,000 to 50,000)
      (6) Town (population 2,500 to 10,000)
      (7) Small town (population less than 2,500)
      (8) Rural/unincorporated area

3. Was this position your first choice (for example, did you accept a consulting position when you would have actually preferred a hospital administrator job)?

   (1) Yes, the position was my first choice.
   (2) No, the position was not my first choice.

4. Indicate your current gross **annual** salary: $ _____ /year

5. Indicate from the following list the type of agency or institutional setting in which you have accepted employment: *(Circle only one code number)*

   Public Sector Institutions/Agencies
   (1) Public hospital (city, county, state, university)
   (2) HEW
   (3) Health systems agency or other planning agency
   (4) International agency/institution
   (5) Mental health or retardation facility
   (6) Military facility
   (7) Regulatory agency
   (8) State or local health department
   (9) VA facility
   (10) Other governmental agency, institution (specify)

   _____

   _____

   Community Sector Institutions/Agencies
   (11) Community, general, or private university hospital
   (12) Associations, Foundations or voluntary agencies (AHA, AMA, Heart Fund, etc.)
   (13) Blue Cross-Blue Shield or other prepayment plan
   (14) Home health agency
   (15) HMO
   (16) Not-for-profit clinic or community health center
   (17) Not-for-profit long-term care facility
   (18) PSRO
   (19) Research, teaching, university administration
   (20) Other community sector facility (specify) _____

   _____

   For-Profit Sector Institutions/Agencies
   (21) Investor-owned hospital
   (22) Clinic (for-profit)
   (23) Consulting firm
   (24) Long-term care facility (for-profit)
   (25) Other for profit facility *(specify)* _____

6. If your position's major operating responsibilities fall into any of the following national priority areas, circle all that apply:
   (1) Development or management of a pre-paid group practice plan
   (2) Development or management of other ambulatory care programs
   (3) Financial analysis and feasibility studies for hospitals, multi-institutional or regional health planning systems
   (4) Health promotion and disease prevention
   (5) Information systems development/maintenance
   (6) Management of cost containment programs
   (7) Member of governmental regulatory agency (Federal, state or local level)
   (8) Other planning functions
   (9) Quality assurance

7. From the following list, indicate the primary and secondary areas of responsibility associated with your current employment:

Primary *(Check one)*	Secondary *(Check one)*	Areas of Responsibility
☐	☐	(1) Accounting
☐	☐	(2) Financial Management
☐	☐	(3) Fundraising, Public Information
☐	☐	(4) General Administration
☐	☐	(5) Health Promotion and Disease Prevention
☐	☐	(6) Information Systems
☐	☐	(7) Institutional or Organizational Planning
☐	☐	(8) Interagency Liaison Functions
☐	☐	(9) Marketing
☐	☐	(10) Materials Management
☐	☐	(11) Operations Research or Systems Engineering
☐	☐	(12) Personnel Management
☐	☐	(13) Quality Assurance
☐	☐	(14) Other (specify) _____ _____

8. Specify the following information regarding your job search:

   (1) Number of interviews: _____
   (2) Number of job offers received to date: _____

9. Before entering your graduate health administration program, how many years work experience did you have in the following setting(s)?

   (1) Work experience in a health agency, health training institution, or other health-related setting.
   Specify number of years experience: _____

   (2) Work experience in field other than health.
   Specify number of years experience: _____

10. Total amount of indebtedness (education-related) **upon entrance** to your health administration graduate program: $ _____

11. Total amount of current education-related indebtedness:
   $ _____

12. From what source(s) did you obtain funds for meeting educational expenses during your graduate education?

Primary Source *(Check one)*	Secondary Source *(Check one)*	Source of Support Categories
☐	☐	(1) Full-time job during academic year
☐	☐	(2) Part-time job during academic year
☐	☐	(3) Immediate family or relatives (including working spouse)
☐	☐	(4) Loan(s)
☐	☐	(5) Personal savings and/or unearned income
☐	☐	(6) Subsidation by employer
☐	☐	(7) Traineeship, fellowship, scholarship, grant
☐	☐	(8) Veterans' educational benefits
☐	☐	(9) Other *(specify)* _____ _____ _____

13. Aside from yourself, how many persons are dependent on you for 50% or more support?

   (1) None (4) Three
   (2) One (5) Four or more
   (3) Two

14. Age: _____ (years)

15. Sex: (1) Male (2) Female

16. Race/ethnic background: *(Circle only one category)*

   (1) Black, not of Hispanic origin
   (2) American Indian or Alaskan native
   (3) White, not of Hispanic origin
   (4) Asian or Pacific Islander

   Hispanic:
   (5) Mexican American/Chicano
   (6) Puerto Rican (Mainland)
   (7) Puerto Rican (Commonwealth)
   (8) Other Hispanic

I am providing the information to AUPHA for the purpose of research into the role of the health administrator in our health care system with the understanding that this information will not be released in any form which will permit my personal identification.

_____ Date

_____ Signature

Thank you for your cooperation in completing this questionnaire. Please return it to AUPHA in the attached prepaid envelope.

1981 Schools of Public Health
Graduate Employment Survey

Please supply the following information regarding your first job after graduating from the school of public health. All information will be treated as confidential. Data from this survey will be reported in aggregate form and will not indentify individuals.

1. Did you obtain employment after graduating from the school of public health? (Please check one.)

   (1) ____ Employed or about to be employed (please proceed to the next item).

   (2) ____ Enrolled in an educational or training program which precludes employment as a primary activity.

   (3) ____ Unemployed

   If you are enrolled in an educational or training program or are unemployed, please stop here and return survey in enclosed envelope. Thank you for responding to the survey.

2. Are you or were you employed on a full-time or part-time basis in your first job after graduating from the school of public health? (check one)

   (1) ____ Full-time (35 hours per week or more)

   (2) ____ Part-time (less than 35 hours per week)

3. What is or was the gross annual salary of your first postgraduate job?

   $_____

4. Please indicate the type of agency or institution which best applies to your first postgraduate employment.

   Public Sector Institutions/Agencies
   ____ (1) Public hospital (city, county, state, university)
   ____ (2) Department of Health and Human Services
   ____ (3) Health systems agency or other planning agency
   ____ (4) International agency/institution
   ____ (5) Mental health or retardation facility
   ____ (6) Military facility
   ____ (7) Regulatory agency
   ____ (8) VA facility
   ____ (10) Other governmental agency, institution (specify) _____
   _____

   Community Sector Institutions/Agencies
   ____ (11) Community, general, or private university hospital
   ____ (12) Associations, Foundations or voluntary agencies (AHA, AMA, Heart Fund, etc.)

____ (13) Blue Cross-Blue Shield or other prepayment plan
____ (14) Home health agency
____ (15) HMO
____ (16) Not-for-profit clinic or community health center
____ (17) Not-for-profit long-term care facility
____ (18) PSRO
____ (19) Research, training, university administration
____ (20) Other community sector facility (specify) _____
_____

For-Profit Sector Institutions/Agencies
____ (21) Investor-owned hospital
____ (22) Clinic (for-profit)
____ (23) Consulting firm
____ (24) Long-term care facility (for-profit)
____ (25) Other for-profit facility (specify) _____
_____

5. Which of the following best describes your primary area of responsibility (not necessarily your employers) at your first postgraduate job?

____ (1) Clinical services to patients or clients
____ (2) Laboratory services to patients or clients
____ (3) Social services to patients or clients
____ (4) Educational/community organizational services to patients or clients
____ (5) Consultation services to agencies or institutions
____ (6) Educational services to students and/or research
____ (7) Administration/planning/evaluation/policy analysis related to one or more of the above activities
____ (8) Other (specify) _____

6. What is or was the full title of your first position after graduating from the school of public health?

Position title _____

Name of organization and/or agency _____

7. Age: _____ (years)

8. Sex: _____ (1) Female
_____ (2) Male

9. Race/ethnic background:

_____ (1) Asian/Pacific Islander
_____ (2) Black, not of Hispanic Origin
_____ (3) White, not of Hispanic Origin
_____ (4) Hispanic
_____ (5) American Indian/Alaskan Native
_____ (6) Other (specify) _____

10. Specify the following information regarding your job search:

_____ (1) Number of interviews
_____ (2) Number of job offers to date

11. Total amount of indebtedness (education-related) upon entrance to your public health program:

$ _____

12. Total amount of current education-related indebtedness:

$ _____

13. What department or discipline (e.g., Department of Health Administration, Epidemiology, Biostatistics, etc.) were you enrolled in as a graduate student in the school of public health?

_____

14. Specify the discipline which most closely relates to the kind of work performed on your first job after graduating from the school of public health (e.g., health planning, community medicine, environmental health, etc.):

_____

I understand that all information provided is considered confidential and will not be released in any form which will identify me personally.

_____ Date

_____ Signature

Thank you for completing the 1981 Schools of Public Health Graduate Employment Survey. Please return survey in the prepaid envelope provided.

1981 Schools of Public Health Graduate
Employment Survey Coding Instructions

Item Number	Item Title	Column(s)	Code
None	School or Public Health	1-2	01 = University of California-Berkeley 02 = University of California-Los Angeles 03 = Columbia University 04 = Harvard University 05 = University of Hawaii 06 = University of Illinois 07 = Johns Hopkins University 08 = Loma Linda University 09 = University of Massachusetts 10 = University of Michigan 11 = University of Minnesota 12 = University of North Carolina 13 = University of Oklahoma 14 = University of Pittsburgh 15 = University of Puerto Rico 16 = University of South Carolina 17 = University of Texas 18 = Tulane University 19 = University of Washington 20 = Yale University 21 = University of Alabama
1	Employment Status	3	1 = Employed or about to be 2 = Enrolled in an educational or training program 3 = Unemployed
2	Full or Part-Time Employment	4	1 = Full-time 2 = Part-time
3	Gross Annual Salary	5-10	Enter number
4	Agency or Institutional Setting	11-12	Public Sector Institutions/Agencies 1 = Public hospital (city, county, state, university) 2 = Department of Health and Human Services 3 = Health systems agency or other planning agency 4 = International agency/institution 5 = Mental health or retardation facility 6 = Military facility 7 = Regulatory agency 8 = State or local health department 9 = VA facility 10 = Other governmental agency, institution

Item Number	Item Title	Column(s)	Code
			Community Sector Institutions/Agencies
			11 = Community, general, or private university hospital
			12 = Associations, Foundations or voluntary agencies (AHA, AMA, Heart Fund, etc.)
			13 = Blue Cross-Blue Shield or other prepayment plan
			14 = Home health agency
			15 = HMO
			16 = Not-for-profit clinic or community health center
			17 = Not-for-profit long-term care facility
			18 = PSRO
			19 = Research, teaching, university administration
			20 = Other community sector facility
			For-Profit Sector Institutions/Agencies
			21 = Investor-owned hospital
			22 = Clinic (for-profit)
			23 = Consulting firm
			24 = Long-term care facility (for-profit)
			25 = Other for-profit facility
5	Primary Area of Responsibility	13	1 = Clinical services to patients or clinics
			2 = Laboratory services to patients or clinics
			3 = Social services to patients or clients
			4 = Educational/community organizational services to patients or clients
			5 = Consultation services to agencies or institutions
			6 = Educational services to students and/or research
			7 = Administration/planning/evaluation/ policy analysis related to one or more of the above activities
			8 = Other
7	Age	14-15	Enter two digit number
8	Sex	16	1 = Female 2 = Male
9	Race/Ethnic Background	17	1 = Asian/Pacific Islander 2 = Black, not of Hispanic Origin 3 = White, not of Hispanic Origin 4 = Hispanic 5 = American Indian/Alaskan Native 6 = Other

Item Number	Item Title	Column(s)	Code
10	Number of Job Interviews	18-19	Enter number
10	Number of Job Offers	20-21	Enter number
11	Amount of Indebtedness Upon Entrance to Program	22-26	Enter number
12	Current Indebtedness	27-31	Enter number

Classification of Job Titles for Graduates
of Health Administration Programs

Assistant Administrator - Vice President, Staff Associate, Director of Program Administration, Associate Director, Coordinator of Health Services, Assistant to Senior Associate Director, Executive Vice President, Executive Associate, Assistant to Chief of Staff, Assistant Vice Chancellor.

Department/Service Director - Supervisor Medical Records, Project Director-Adolescent Service Program, Principal Officer, Materials Manager, Department Head Cardiology, Director of Professional Services, Director of Materials Management, Administrative Coordinator-Department of Community Medicine, Director of Outpatient Department, Director of Hospital Operations, Director of Support Services, State Health Plan Project Coordinator, Manager of Pharmacy, Director of Clinical Services.

Department/Service Assistant Director - Assistant Business Manager, Assistant Administrator Materials and Services, Intern-Emergency Medical Services, Assistant Director Financial Management/Nursing Services, Assistant to Director Outpatient Services, Assistant to the Controller, Management Engineer Assistant, Assistant to Director of Planning.

Administrative Resident - Resident or Fellow.

Staff Specialist - Management Analyst, Research Assistant, Program Specialist, Financial Systems Analyst, Program Analyst, Medical Economics Specialist, Administrative Analyst, Management Engineer, Controller, Computer Technician.

Consultant - Health Care Consultants, Management Consultant, Staff Consultant, Staff Health Consultant, Director of Corporate Services, Hospital Management Consultant, Safety Consultant, Senior Management Consultant.

Health Planner - Assistant Health Care Program Planner/Analyst, Planner/

Engineer, Assistant Program Planner, Program Planning Specialist, Director of Planning, Health Systems Planner, Vice President for Planning, Planning Associate, Corporate Planner.

Clinical Health Professional - Nutritionist, Public Health Nurse, Pharmacist, Social Worker.